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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1878-79.

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A. C. Mounsey

ing 3,290 departments under separate teachers, and furnishing accommodation, at 8 square feet of superficial area per child, for 563,481 scholars. There were on the registers of these schools the names of 494,488 children, of whom—

109,743 were (infants) under 7 years of age;
351,204 were between 7 and 13; and
33,541 were above 13.

Of these scholars, 439,021 were present on the day of the inspector's visit to their respective schools, while 377,257 were, on an average, in daily attendance throughout the year: 362,636 having made the requisite number of attendances were qualified to be examined, 54,745 (under 7) collectively, and 307,891 (above 7) individually, in reading, writing, and arithmetic; 276,797 were actually presented for individual examination, and while 202,708 passed the prescribed test without failure in any one of the three subjects, 92·77 scholars, out of every 100 examined, passed in reading, 88·2 in writing, and 81·7 in arithmetic.

These figures show a remarkable improvement upon the official returns of the results of the administration of the Department up to 1872, the year in which the Education Act was passed. The accommodation has increased in the last six years by 281,813 school places (or 100·05 per cent.); the scholars on the registers by 227,440 (85·17 per cent.); those present at inspection by 213,721 (94·86 per cent.); and the average attendance by 163,708 (76·66 per cent.); while the number of children individually examined has increased by 146,875 (or 113·05 per cent.)

Even in the past year the progress has been considerable. The accommodation has increased by 27,532 school places; the scholars on the register by 21,820; those present at inspection by 21,322; and the average attendance by 16,844; while the number of children individually examined has increased by 27,136 (or 10·87 per cent.). The local effort which has resulted in this improvement may be measured by the continued support derived from voluntary subscriptions (39,793*l.* from 8,349 subscribers); by an advance in the contributions from rates to the maintenance of public schools from 205,603*l.* to 207,308*l.*; and by a rise in school pence from 225,802*l.* to 243,626*l.*

The annual Government grants to elementary schools rose in the year from 282,643*l.* to 314,506*l.*, or from 15*s.* 8¼*d.* to 16*s.* 8*d.* per scholar in average attendance, while the grant for the current financial year is estimated at 17*s.* 9*d.* per scholar. This is a very large contribution from Imperial funds, and we think that the time has come when it will have to be considered whether it is necessary to maintain so high a rate of aid for the future. The compulsory powers enjoyed by school boards have added largely to the number of our scholars, and enabled many of them to earn grants for their schools, of which a considerable proportion is paid merely in respect of their enforced attendance. It is also to be borne in mind that the present conditions on which the parliamentary grant is administered were settled

before the effect of compulsory education had been realised, or any reliable estimate could be formed of the probable results of the working of the new system.

The night schools examined during the year were 251 in number: 13,123 scholars above twelve years of age were, on an average, in attendance each night: 14,300 scholars were qualified for examination by having made the required number of attendances during the night school session. Of these, 11,025 were actually examined, and out of every 100 scholars so examined, 95·7 passed in reading, 83·03 in writing, and 79·54 in arithmetic.

Training Colleges.

The inspectors found 4,953 certificated teachers at work in the aided schools which they visited, while the seven training colleges, from which the supply of such teachers is mainly recruited, were attended in 1878 by 1,039 students. These students (with very few exceptions), and 193 acting teachers, were examined for certificates in December 1878. At Midsummer last 1,098 candidates for admission to the 430 vacancies declared in the training colleges were examined, of whom 855 were successful, and 455 are now in their first year of residence, along with 515 students of the second year.

The following table compiled from the reports of the inspectors on the schools visited in 1872, and in the course of the last three years, on account of annual grants, shows the rate of progress in the period which has elapsed since the passing of the Act of 1872.

—	Years ending 31st August			
	1872.	1876.	1877.	1878.
Estimated Population	3,495,214	3,527,811	3,560,715	3,593,929
Number of Schools (Institutions) inspected	1,979	2,829	2,943	3,011
Departments—				
Day	2,133	3,051	3,217	3,290
Night	68	258	288	251
Accommodation—				
Day schools	281,688	456,428	535,949	563,481
Night schools (not connected with day schools)	—	1,949	2,237	*3,257
Present at Inspection—				
Day scholars	225,300	376,647	417,699	439,021
Night scholars	2,641	13,908	14,474	12,911
Average Attendance—				
Day scholars	213,549	329,083	360,413	377,257
Night scholars	3,653	15,354	15,445	13,123
Number of Teachers—				
Certificated	2,566	4,140	4,680	4,953
Assistant	—	160	200	288
Pupil	3,642	4,640	4,989	4,883
Studying in Training Colleges	729	1,023	1,021	1,039

* In 13 schools; in the remaining 237 cases, the night schools were held in the premises of day schools.

We proceed to make some remarks in connexion with this table upon each of the four points previously referred to.

I.—*School Supply.*

The report of the Registrar-General on the census of 1871 showed, as we explained in our report for 1873, that about 477,360 out of 561,600 children from 5 to 13 years of age, ought to be daily under instruction in elementary schools. In estimating the accommodation required for these children regard must also be had to the wants of the increasing number of scholars under 5 and above 13 years of age, of whom 12,731 under 5, and 33,541 above 13, were on the registers of our schools in the past year.

What do we learn from our returns as to the amount of accommodation already provided, or likely to be supplied, for these children, in schools aided with public grants?

i. From 1839 to 31st December 1878, grants to the amount of 536,174*l.* have been paid in aid of providing 810 residences for teachers, and of

building 1,177 new schools for	- - 245,476	scholars, and
enlarging or improving 454 schools for	47,821	„
or for	293,297*	scholars in all.

The greater part of this provision has been made in the years 1876–77–78,† in the course of which we paid grants to the amount of 396,887*l.* 8*s.* 10*d.* to meet an outlay from local rates of 1,549,302*l.* 1*s.* 7*d.* The total expenditure on this head (1,946,189*l.*) in the three years, provided 530 teachers' residences, and accommodation for 200,385 children, in 697 new, and 398 enlarged or improved, schools.

ii. The Board of Education, in their last report, state that, during their tenure of office, they had sanctioned applications of school boards for leave to borrow, under section 45 of the Act of 1872, to the amount of 2,398,802*l.* 8*s.* 9*d.* Since this duty devolved upon the Department, further loans have been sanctioned amounting to 49,339*l.* 2*s.* 2½*d.*

iii. The schools under inspection in 1872 provided accommodation for some 281,688 scholars. But many of these schools have, since the passing of the Act of 1872, been either discontinued by the former managers or transferred to the school boards of the districts in which they are situated.

---

* For 72,081 of these scholars, accommodation was provided by voluntary effort, in 420 new and 131 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8¼*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.* Since the passing of the Act of 1872, provision has been made for 221,216 scholars, in 755 new, and 326 improved, public schools, at a cost to the rates of 1,674,122*l.* and to the State of 426,762*l.* 17*s.* 4*d.*

† The extent to which new and improved buildings are taking the place of those formerly occupied is shown by the fact that the number of departments actually inspected increased in the past year by only 73, while the accommodation increased by 27,532 places.

The following table shows the classification of schools to which annual grants were made in 1878 as compared with that of 1872:—

——	1872.	1878.
Public schools - - - -	—	2,334
Church of Scotland - - - -	1,311*	351
Free church - - - - -	523	124
Episcopal - - - - -	46	73†
Roman Catholic - - - -	22	116‡
* Including parish (now public) schools.	1,902	2,998

† Of which 6 have been erected with Government aid.
‡ Of which 12 have been erected with Government aid.

The accommodation in aided day schools in 1878 (563,481) shows an increase of 100 per cent. in the last six years.

iv. In a large number of cases the school boards, under the 67th section of the Act of 1872, have sought grants from the Department in aid of the erection of new schools, or the repair and enlargement of existing schools. Up to the 31st of December 1873, when the time for applying for building grants expired, we had received 1,685 applications for aid to supply school-room for about 250,000 children, with 1,083 residences for teachers. Under the Code (Article 16), we must be satisfied before making a building grant that the school for which aid is sought is required in the locality, and it rested with the Board of Education in Edinburgh to determine, after considering the report of each school board, what additional accommodation was required to complete the school provision of the district, and by what schools that accommodation could be best supplied.

We, therefore, referred all the applications for building grants to the Edinburgh Board, and had their advice in determining in each case whether any grant was required by the circumstances of the district. We received reports from the board on the whole of these applications, with a few exceptions, and have dealt with them. By the 1st of April 1879, 1,488 had been approved, 50 refused, and 141 withdrawn by the school boards, leaving 6§ still undecided. In 1,314 cases grants have been announced to the amount of 511,533*l.* 11*s.* 8*d.*, and 1,174 grants to the amount of 439,453*l.* 11*s.* 11*d.* have been paid.

As it will be necessary, before long, to close the account for building grants, it seems probable that, in some of the cases which are still undecided, the grants applied for will be lost to

§ These cases are distributed as follows, and the delay in settling them has generally been caused by difficulties, in selecting or obtaining suitable sites, which we hope may be overcome without a recourse to the compulsory powers of acquiring land, given to school boards by the Act of 1878.

Aberdeen - - - -	4
Inverness - - - -	1
Kincardine - - - -	1
	6

the district, and the whole cost of providing the required schools will have to be met out of the rates.

During the last four years, grants to the amount of 426,762*l.* have been paid for the erection, enlargement, or improvement of 1,081 schools, and 572 teachers' residences. With the aid of these grants, which were met by local expenditure from the rates, to the amount of 1,674,122*l.*, accommodation has been provided for 221,261 children, at a cost of 7*l.* 11*s.* 4*d.* per scholar from the rates, and of 1*l.* 18*s.* 7*d.* from the Parliamentary grant.

II.—*School Attendance.*

The enforcement of school attendance is entrusted to the school boards, whose hands will be strengthened in dealing with this important and delicate part of their duties by the valuable educational provisions of the Factory and Workshop Act of 1878, and by the clauses (5 to 10) of the Scotch Education Act of the same year, with respect to the employment of children. We publish in the Appendix a Minute (of 16th December 1878) which we have passed under section 5 of the latter Act, fixing the standards of education to be required for the total or partial exemption of children from the obligation to attend school.

Where the existing school supply allows them to do so, and the character of the population requires it, the boards are very generally putting in force their compulsory powers with good effect, as is shown by the following table :—

Years ending 31st August	Average Attendance in Aided Day Schools.	Increase on previous Year.	Rate of Increase.
1872	213,549	—	—
1873	220,508	6,959	3·3 per cent.
1874	263,748	43,240	19·6 per cent.
1875	303,536	39,788	15· per cent.
1876	329,083	25,547	8·4 per cent.
1877	360,413	31,330	9·5 per cent.
1878	377,257	16,844	4·6 per cent.

The endeavours of the boards to promote the interests of the poorer classes continue to be wisely furthered by the aid given by the parochial authorities to pauper and poor parents, to enable them to pay the whole or part of the fees charged for the education of their children at the schools which they select. It appears from the last report of the Board of Supervision that in the year ending 14th May 1878, the parochial boards paid 14,369*l.* 0*s.* 4*d.* on behalf of 23,854 pauper children, pursuant to the provisions of the Poor Law Acts, and 3,883*l.* 19*s.* 10½*d.* for 6,177 non-pauper children under the 69th section of the Act of 1872. It further appears that of 4,817 applications made under that section during the year, 3,216 were granted, 1,287 refused, and 314 had not been disposed of at the date of the return.

The following table shows the total number of children, *of all classes*, in Scotland, from 5 to 14 years of age, with the number and proportion of such children whose names are borne on the registers of aided schools.

Age.	Total Number of Children.	Number of Children on Registers.	Per-centage.
5 to 6	90,824	37,138	40·8
6 „ 7	86,610	59,874	69·1
7 „ 8	85,853	63,903	74·4
8 „ 9	81,905	64,544	78·8
9 „ 10	79,830	64,342	80·6
10 „ 11	81,478	61,495	75·4
11 „ 12	76,022	54,831	72·1
12 „ 13	78,141	42,089	53·8
13 „ 14	76,671	20,495	26·7
	737,334	468,711	63·5

III.—*Standard of Instruction.*

The registers of schools inspected in 1878 contained, as already mentioned, the names of 494,488* scholars, of whom

109,473 were under 7 years of age;
351,204 were between 7 and 13; and
33,541 were above 13.

Out of 362,636 children qualified by age and attendance, 276,797 were presented to the Inspectors for individual examination, of whom 136,156 were under, and 140,641 were above 10 years of age, and 49,774 (between 4 and 7) were presented for collective examination.

We have already referred to the increase of 21,820 scholars on the registers, of 16,844 in average attendance, and of 27,136 individually examined; but though some improvement is perceptible in these and some other particulars, we regret to have again to advert to (1) the large number (31,064) of scholars who, though qualified by attendance for individual examination, are not presented to the inspectors; and (2) the small number (70,233) of scholars above 10 presented in the upper standards out of the total number on the register (191,956) qualified by age for examination in these standards, of whom as many as 75,630 were over 12 and 13,046 above 14 years of age.

The following table shows for each standard—

(*a.*) The age at which the standard ought to be passed.
(*b.*) The number of scholars of that age on the registers of aided schools.
(*c.*) The number of scholars examined in the standard.
(*d.*) The number above 10 years of age examined.

* This is 13·8 per cent. of the estimated population, the average attendance amounting to 10·5 of the same. In England the number of scholars is 14, and the average attendance 9·7 per cent. of the population.

Standard	(a.)	(b.)	(c.)	(d.)
I. - - -	7–	63,903	76,242	7,903
II. - - -	8–	64,544	69,226	22,365
III. - - -	9–	64,324	59,498	40,140
IV. - - -	10–	61,495	42,437	40,904
V. - - -	11–	54,831	21,189	21,124
VI. - - -	12–	42,089	8,205	8,205

It thus appears that whereas, out of 276,797 scholars examined, as many as 140,641, being over 10 years of age, *ought* to have been presented in Standards (IV.–VI.), only 70,233 *were* so presented, while 70,408 were presented in standards suited for children of seven, eight, and nine years of age.

Our statistics for the past year further give the following results. For the purpose of comparison, the corresponding results in England are given in brackets.

Out of every 100 day-scholars in average attendance—

i. 54 (54) were boys;
   46 (46) were girls;
ii. 22 (34) were infants, *i.e.*, below 7 years of age;
   39 (34) were between 7 and 10;
   39 (32) were above 10;
iii. 14 (24) infants (below 7) had attended 250 times and upwards; of whom
   13 (23) were presented to H.M. Inspectors;
iv. 81 (69) scholars, above 7, had made the requisite number of attendances; and
   73 (64) were presented to H.M. Inspectors; of whom
   37 (32) were above 10 years of age; while of these only 18 (13) were presented in Standards IV.–VI.

Each scholar presented to H.M. Inspectors made, on an average, 2·6 (2·4) passes in the standard examination.

These results are satisfactory, in so far as they show that progress (to the extent of 4·7 per cent.) has been made in respect of the numbers in attendance, and (10·2 per cent.) in the presentation of the scholars; while the number of scholars above 7 qualified for individual examination has increased by 27,136 (or 10·9 per cent.), the number *not presented* has decreased by 2,206 (7 per cent.).

We note, however, that of 33,777 scholars presented, under Article 21 of the Code, in subjects beyond the standard examination, 1,550 were examined, and 1,238 passed, in three such subjects; 19,297 were examined, and 12,735 passed, in two such subjects, and 13,940 passed in one subject.

This is a very satisfactory, because steady, advance upon the numbers quoted in our last report*; and an increase of 981 in the

* Of 24,351 scholars presented, under Article 21 of the Code, in subjects beyond the standard examination, 1,114 were examined, and 861 passed in three such subjects; 13,169 were examined, and 8,386 passed in two such subjects, and 10,125 passed in one subject.

number examined in Latin, of 439 in Mathematics, and of 458 in French, is not the less worthy of note, because the increase in English Literature has been 4,126, in Physiology 565, in Physical Geography 1,082, and in Domestic Economy 8,917. The increase under the last head has been caused by the requirement of the Code, that girls who wish to take up "specific subjects" must for the future, as a condition of doing so, be examined in one or more of the subdivisions of domestic economy, a branch of instruction which, with needlework, is for every girl of primary importance. We are glad to find that efforts are being made, by many school boards, to organize classes for the practical instruction in cookery of the elder scholars in public schools. But we may observe that while domestic economy has been duly attended to, other subjects have not in consequence been neglected.

We notice, moreover, with satisfaction, the large number of public schools which are taking advantage of the aid offered by the Code for the encouragement of higher instruction. Considering the number of new schools which have been started in the last few years, and the importation of new scholars into the schools previously established, the fact that in 1,652 out of 3,038 departments, scholars were examined in specific subjects, shows a rate of progress greater than could possibly have been expected, or than was perhaps anticipated by the framers of the Act of 1872.

The following table shows the extent to which scholars have been presented for examination in each of the special subjects, in town and country respectively. It does not bear out the statement, so frequently and confidently made of late years, that the provisions of the Code have, more especially in the rural districts, lowered the standard of education, and driven the study of what have been termed "University" subjects from our public schools. Such a result, in common with all the admirers of one of the most distinctive features of the old parochial school system of Scotland, we should have deeply regretted, and have felt it our duty to endeavour to remedy. Our views on this point, however, have been dwelt upon at length in former years, and as the whole subject is at this time being inquired into by a commission appointed to consider the question, under the Endowed Institutions (Scotland) Act of 1878, we do not think it necessary to do more than call attention to the results which are disclosed by this table.

The columns marked A show the number of scholars examined in each subject, in burgh districts, comprising a population of 1,477,735 souls.

The columns marked B refer to the districts under parish boards, with a population of 1,882,283 souls.

English.		Latin.		Greek.		French.		German.		Botany.		Domestic Economy.	
A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.
4,121	10,270	1,250	3,689	26	178	710	1,531	35	35	178	199	5,070	10,214

Mathematics.		Mechanics.		Chemistry.		Animal Physiology.		Physics.				Physical Geography.	
								Light and Heat.		Magnetism and Electricity.			
A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.
530	1,536	—	27	138	28	2,027	2,557	107	18	385	251	4,025	7,039

IV.—*Teaching Power.*

The 2,998 elementary day-schools in Scotland, inspected in 1878, provided accommodation, in 3,290 departments, for 563,481 scholars. The average daily attendance in these schools amounted to 377,257, so that each department, while providing accommodation for 171 scholars, had an average attendance of only 114. Assuming that, under the operation of the Education Act, the average attendance rose to 120, and that some 480,000 children ought to be in daily attendance at aided schools, then about 4,000 separate departments under certificated teachers would be required, as the general school supply of the country.

But, looking to the number of small schools needed to meet the wants of the country districts, to an increased employment of adults, consequent on the recent limitation of the staff of pupil-teachers, and to the disposition which, we are glad to say, has been shown to form separate departments for girls and infants under the independent charge of female teachers, we anticipate that, before long, more than 5,000 certificated masters and mistresses will be found taking part in the instruction of the schools under our inspection.

What progress has been made of late years towards providing this supply of competent teachers? And from what sources is this supply to be still further recruited?

There were on the 31st of December 1869, 2,859 pupil-teachers and 2,406 certificated teachers at work in schools under inspection. These numbers by the 31st December 1878 had risen to 4,707 pupil-teachers and 4,980 certificated teachers, while the pupil-teachers in the first of the five years of their service have increased from 639 in 1869 to 645 in 1878.

An addition of 662 was made to the number of certificated teachers, as the result of the last Christmas examination, when 165 male and 317 female students of the second year, and 60

male and 120 female acting teachers, obtained places on the class list of candidates for certificates. Nine students of the first year also left the training colleges after one year's residence to take charge of elementary schools.

Certificates have been granted, without examination, to 594 male and 127 female teachers, on whose schools the Inspectors have reported favourably: while provisional certificates (which hold good till the teacher completes his or her 25th year) have been granted to 26 male and 36 female ex-pupil-teachers, qualifying them to take charge of small schools, with less than 60 children in average attendance throughout the year. The pupil-teachers who yearly complete their engagement satisfactorily, and cannot be admitted to training colleges, furnish a valuable supply of teachers for these small schools, the funds of which cannot, without a very serious charge on the rates, be expected to defray the cost of the salary of a fully trained teacher. In the interest of the ex-pupil-teachers, many of whom have given satisfactory proof of their capacity to undertake independent charges, we have allowed the provision of the Code (Article 59), by which we were empowered to grant certificates without examination to teachers of a certain age and experience, to expire, as originally intended, on the 31st of December next.

Scotch Code, Articles 59 and 66.
Article 60.

Some idea may be formed of the extent to which, in respect, both of the terms of annual assistance, and of teachers, special provision has to be made to meet the wants of small schools, from the fact that of the 3,011 schools visited last year, 356 had accommodation for less than 60 scholars; and 723 for between 60 and 100 scholars. In 1,135 schools, moreover, the average attendance was less than 60, and in 696 it ranged from 60 to 100; that is to say, while a third of our schools held not more than 100 scholars, more than one-half of them (60·8 per cent.) had an attendance of less than that number. In no fewer than 546 cases, special grants, of 10*l.* or 15*l.*, were made under the Code (Article 19 D) to schools provided for populations of less than 300 or 200 souls. The grant of 15*l.* was allowed in 319, and 10*l.* in 227, of these cases.

We are glad to notice the large number of women who are employed as schoolmistresses, or preparing for such employment in the training colleges. Women are at once the most suitable and the most efficient teachers for at least two-thirds of the children who attend our schools, and we have much sympathy with the following remarks made by the Minister of Education in Japan, in his annual report for the year 1876, which he has been good enough to send to us:—

"The education of children should be so conducted as to develop grace and gentleness in their manners and deportment. If they are brought up under the influence of the gentler natural qualities of female teachers, a much better result may be expected to be attained than if trained entirely by men. It may safely be said, therefore, that as the number of females being educated

for teachers is increased, so the future happiness of the people will be promoted."

Salaries.

The following table of the salaries now enjoyed by the masters and mistresses of aided schools, when compared with those published from time to time in former reports of the Department will show the marked improvement which has taken place of late years in the position and prospects of certificated teachers :—

MALES.

Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.
70	273	733	875	521	257	110	108	2,947

FEMALES.

Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
60	47	58	1,013	494	178	31	5	1,886

The average salary of a certificated master, which in 1870 was 101*l.* 16*s.* 7*d.*, is now 137*l.* 1*s.* 10*d.*; that of a schoolmistress was 55*l.* 14*s.* 2*d.* in 1870, and is now 72*l.* 10*s.* 3*d.* These averages are calculated upon the whole body of teachers, whether principal or assistants. In addition to their other emoluments, 1,714 out of 2,947 masters, and 386 out of 1,886 mistresses, are provided with residences free of rent.

Training Colleges.

The accommodation provided by the training colleges under inspection in Scotland is sufficient for 1,052 students, and 970 are now under instruction. These colleges can, therefore, at present furnish a yearly supply of 500 teachers who have been trained for two years. This supply would be of itself sufficient to fill up the waste (calculated at 6 per cent.) in a staff of 8,300 teachers.*

The extent to which the training colleges have contributed to the existing supply of certificated teachers in Scotland is shown by the fact that of 3,009 masters employed in schools reported on last year, 1,639, or 54·47 per cent., had been trained for two years; 364, or 12·1 per cent., for one year, and 130, or 4·32, for less than one year; while 876, or 29·11 per cent., were untrained. In like manner, of 1,944 schoolmistresses, 1,371, or 70·53 per cent., had been trained for two years; 147, or 7·56 per cent., for one year; 21, or 1·08 per cent., for less than one year; and

* At Christmas 1873, 16 graduates were examined for certificates under Articles 47 (*c*) and 48 of the Code; 22 were examined at Christmas 1874, 19 at Christmas 1875, 19 at Christmas 1876, 14 at Christmas 1877, and 14 at Christmas 1878.

405, or 20·83 per cent., were untrained. Of the teachers who have not attended a training college, a considerable proportion have passed through the pupil-teachers' course, and served as assistants in large schools, before passing the examination for a certificate, and undertaking independent charges.

The system, introduced by the Code of 1873 (Article 102 *b*), of combining attendance at university classes with the efficient course of practical professional training provided by the colleges under our inspection, is being followed out with very satisfactory results. In 1878, 100 students took advantage of the arrangement, many of whom passed with great credit the examination for certificates held last Christmas.

All the training colleges for masters are now availing themselves of this provision of the Code. The number of students who attended the university classes in the past winter is shown in the following table :—

College.	No. of Students attending University Classes.	Classes attended.						
		Latin.	Greek.	Mathematics.	English Literature.	Natural Philosophy.	Moral Philosophy.	Logic.
Edinburgh, Church of Scotland.	17	8	2	13	5	5	—	1
Edinburgh, Free Church.	37	5	3	30	9	12	1	—
Glasgow, Church of Scotland.	20	14	12	15	9	—	—	—
Glasgow, Free Church.	36	18	10	11	13	—	—	—
	110	45	27	69	36	17	1	1

These numbers show that advantage has already been taken, to a considerable extent, of the arrangements come to in 1873; and the selection of classes made for the students, proves that the present course of study prescribed for pupil-teachers, while providing for their instruction in subjects which are indispensable for those who will hereafter conduct the elementary schools of the country, does not necessarily or unduly confine to any single channel the training of such of them as may be thought qualified to aspire to the higher grades of the profession on which they have embarked.

The following tables show the number of candidates for admission to training colleges, and of students undergoing a course of professional instruction for the present and last two years :—

TABLE No. 1.

Denomination.	Number of Students.								
	1877.			1878.			1879.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of Scotland - - -	192	284	476	195	289	484	182	262	444
Free Church - - - -	174	321	495	174	321	495	172	294	466
Episcopal Church - - -	—	50	50	—	60	60	—	60	60
Total -	366	655	1,021	369	670	1,039	354	616	970

TABLE No. 2.

SHOWING the SOURCES from which the CANDIDATES for TRAINING, in each of the above three Years, were mainly drawn, at the previous CHRISTMAS EXAMINATIONS.

—	1876.		1877.		1878.	
	Males.	Females.	Males.	Females.	Males.	Females.
Pupil-teachers of all years, at Christmas -	1,819	2,656	1,872	2,879	1,799	2,908
Pupil-teachers in their fifth year - -	239	355	271	453	366	611
Pupil-teachers examined for admission into Training Colleges - - - -	229	287	216	360	271	474
Non-pupil-teachers examined - - -	54	238	66	340	53	300
Candidates who passed the examination successfully - - - - -	193	453	205	579	205	650

Science.

With the view of encouraging the study of scientific subjects in training colleges, the syllabus has of late years provided that success in the examinations in science, held by the Science and Art Department, should be taken into account in determining the students' places in the class list of candidates for certificates as teachers of public schools. This recognition of branches of study, which are every day becoming of more importance, has been attended by results which have been in some respects satisfactory.

The total number of *male* students examined at Christmas 1878, was 354, who together worked 368 papers at the Science examinations. The success of the students at these examinations will be seen from the following table :—

Subject.	Number of Male Students examined.	Number passed.	
		1st Class.	2nd Class.
Magnetism and electricity - -	207	4	102
Animal physiology - - -	72	—	13
Physiography - - -	85	1	34
Mathematics - - - -	4	1	2

Two out of the seven Scotch training colleges for female students sent candidates to the science examinations.

The total number of *female* students examined at Christmas 1878 was 643; the number of science papers worked was 81.

The results of the examination were as follows:—

Subject.	Number of Female Students examined.	Number passed.	
		1st Class.	2nd Class.
Magnetism and electricity - -	35	—	8
Animal physiology - -	27	—	2
Physiography - - -	19	—	6

Languages now enter into the course of study in all the training colleges both for masters and mistresses. At Christmas last, 484 papers were worked by male students, and 526 by female students. **Languages.**

The following table shows the number of papers worked in each language:—

—		Greek.	Latin.	French.	German.
Male students	First year - - -	46	182	67	—
	Second year - -	7	145	37	—
Female students	First year - -	—	—	267	—
	Second year - -	—	1	258	—

This statement of the number of candidates examined and the number passed in languages and science does not give a complete idea of what has been done during the past year under the new arrangements detailed in our last report. We, therefore, add a detailed analysis of the result of the examination at Christmas last, so far as these subjects are concerned.

TABLE No. 1.

Standing.	No. of Male* Students who took—			
	One Subject.	Two Subjects.	Three Subjects.	Four Subjects.
Second year - -	6	106	44	10
First year - -	28	81	48	31
Total -	34	187	92	41
	or	*or*	*or*	*or*
Per-centages -	*9·6*	*52·8*	*25·9*	*11·5*

* Female students are limited to one subject.

TABLE No. 2.

Male Students.

Standing.	Languages.			Science.			Total.	
	Candidates examined.	Papers worked.	Per-centage of Failures.	Candidates examined.	Papers worked.	Per-centage of Failures.	Papers worked.	Per-centage of Failures.
Second year -	146	189	40·2	158	201	51·2	390	46·0
First year -	180	295	18·5	134	167	67·2	462	36·6
Total -	326	484	28·9	292	368	58·5	852	40·9

Female Students.

Standing.	Languages.			Science.			Total.	
	Candidates examined.	Papers worked.	Per-centage of Failures.	Candidates examined.	Papers worked.	Per-centage of Failures.	Papers worked.	Per-centage of Failures.
Second year -	259	259	42·2	19	19	68·4	278	43·1
First year -	267	267	20·5	62	62	83·8	329	32·5
Total -	526	526	31·1	81	81	80·2	607	37·7

From Table No. 1 it will be seen that out of the total number of male students examined (354) no less than 92 or 25·9, per cent., were presented in three, and 41, or 11·5 per cent., in four special subjects. But second year students are limited to two of these subjects, unless they omit Geography or History, in consideration of their having passed satisfactorily in this part of the course at the end of their first year.

No such restriction is placed on first year students, and the table shows that 25·5 per cent. of them were presented in three, and 16·4 per cent. in four special subjects, in addition to the whole of the ordinary subjects prescribed by the syllabus.

The result of the examination is given in Table No. 2.

That 28·9 per cent. of the papers in languages worked by male students, and 31·1 per cent. of those worked by female students, should fall below "fair" cannot be looked upon as satisfactory. The rate of failure in science, however, is considerably higher, namely, 58·5 and 80·2 per cent. for male and female students respectively.

The standard for a pass in science was certainly raised (in accordance with our previous notice) at the last examination, but, on the other hand, the candidates had the whole year in which to prepare their work, instead of three months, as formerly.

A consideration of the figures in these tables seems to lead to the following conclusions :—

(*a.*) That the students have attempted too much, and sacrificed quality of work to quantity ; and

(*b.*) That, in disregard of explicit warnings on the subject addressed to the authorities of the training colleges, they have permitted their students to take up special subjects without due regard to their capacity for studying such subjects with profit.

A few, viz., 50 male and 42 female, candidates for admission to training, examined at midsummer 1878, received credit for success in previous science examinations. The number who were examined in languages was larger, viz., 313 males (of whom 154 took two languages), and 625 females. The papers worked were as follows:— Admission examination. Science. Languages.

---	Latin.	Greek.	French.	German.	Total.
Males -	292	19	156	1	468
Females -	31	—	578	16	625

A still larger number of candidates will, henceforth, appear in this table, as the Code now requires all male pupil-teachers to study one of these four languages during the term of their engagement.

The number of students examined in drawing in 1878 was 1,002, of whom 704 passed the examination successfully.

Annual Grants.

From the returns which we received from schools inspected for annual grants during the year ended the 31st August 1878, we extract the following results:—

For the purpose of comparison, the corresponding results in England are given in brackets.

The cost of "maintenance" per child in average attendance was,—

	£	s.	d.	£	s.	d.
In public schools - -	2	3	3¾	(2	1	9¾)
In voluntary schools -	1	18	7¾	(1	14	11)

These charges were met,—

In public schools,—	s.	d.	£	s.	d.
By the ratepayers -	14	9	(1	0	4¾)
By the children - -	12	9¾	(0	9	0½)
By endowment - -	0	7¾	(0	0	1)
By miscellaneous receipts -	0	4	(0	0	6½)

In voluntary schools,—	s.	d.	s.	d.
By the subscribers - -	8	0½	(8	4¼)
By the children - - -	13	2½	(11	1)
By endowment - - -	2	2	(1	3½)
By miscellaneous receipts -	0	5	(0	4¼)

The grants paid in the year ending 31st August 1877 were, for each child in average attendance,—

	s.	d.	s.	d.
In public schools - - -	15	8¾	(14	5)
In voluntary schools -	15	6½	(14	4)

—	Scotland. Grant earned.	England and Wales. Grant earned.
	s. d.	s. d.
On Attendances (Art. 19 *a*.) -	6 $0\frac{1}{4}$	5 11
ON EXAMINATION.		
In Standards (Art. 19 B. 2.) calculated on the average attendance of children above seven.	7 2	6 $9\frac{3}{4}$
In Classes (Art. 19 C.) calculated on the average attendance of children above seven, excluding such children in infant schools.	3 $5\frac{3}{4}$	3 $1\frac{1}{2}$
In Special Subjects (Art. 21) calculated on the number of children presented in Standards IV. to VI.	2 $3\frac{3}{4}$	0 $11\frac{1}{4}$
Of Pupil Teachers (Art. 19 E.) calculated on the average attendance in all schools.	0 $5\frac{1}{4}$	0 $3\frac{3}{4}$
On Infants presented (Art. 19 B. 1.) calculated on the average attendance of children under seven.	5 5	6 $8\frac{1}{4}$
On Special Grants to small schools (Art. 19 D.) calculated on the average attendance in all schools.	0 $4\frac{3}{4}$	0 $1\frac{1}{4}$

The advantage in favour of Scotland is main
by the grants earned by examination, and is n
the earnings in the higher subjects of examinati
the earlier, larger, and more regular attendan
England and Wales enables them to earn high

2. A list of the cases in which penalties have been inflicted for grossly inaccurate, or fraudulent, registration. Registers

General Administration.

In view of the fresh duties which have devolved upon us since the 6th of August last, we have had to consider the line of action which it would be expedient for us to take in regard to some matters with which the Department has not hitherto directly dealt. Certain circulars issued by us in regard to such points will be found in an appendix.

In order to ascertain the actual result of the exertions of school boards since the passing of the Education Act of 1872, we have called upon each school board to furnish statistics as to the educational requirements of their district, and the provision now made for meeting these requirements. In asking for these returns, we took the opportunity of indicating what we think the relation of the Department to these local boards ought to be, and of impressing upon the boards the fact that it is upon them that the duty of administering the Education Acts in their own districts primarily rests—a responsibility with which the Department wishes as little as possible to interfere, and which it is not empowered to relieve by giving legal interpretations of these Acts.

The statistics asked for have been supplied by the school boards, except in a few instances, and we hope to present them in a tabulated form with our next report. But at present it may be sufficient to say that the provision of school accommodation has made satisfactory progress, and that in all but a few exceptional instances it may be said to be practically complete, or in course of being speedily supplied.

One of the most important duties now devolving upon the Department is the sanctioning of loans raised by school boards, upon the security of the school fund, for building or enlarging schools. In dealing with applications for such sanction, we have felt it necessary to call for plans and estimates of the schools which it is proposed to build, and we have refused our sanction where we were not fully satisfied both that the additional accommodation was necessary and that it was being provided in the most suitable and most economical way. As some misapprehensions had arisen in regard to such loans, we have issued a circular to school boards (No. 40), which will be found in the Appendix. A list of the loans sanctioned since August last, with their amounts, is printed in the Appendix. Lists are also published of the cases in which we have sanctioned the transference of existing schools to school boards under section 38 of the Education Act of 1872, and of those in which we have sanctioned the sale of disused school premises under section 36 of that Act.

An important change was made by the Act of last session in the relation of school boards to the higher class schools under

their management. By section 18 of that Act, school boards are empowered to maintain the buildings of such schools, and to provide for efficient instruction therein, from the school fund, with the sanction of the Department. It is not as yet possible to say to what extent school boards may avail themselves of this provision. Their decision must depend upon the circumstances of each locality, and, as we have pointed out in a circular on the subject, printed in the Appendix (34), it is a matter upon which the school boards must, in the first instance, judge, and in regard to which their responsibility in proposing any such disbursement must be duly recognised.

By section 20 of the same Act provision is made for the inspection of such higher class schools by the Department. Some difficulty has been found in completing the arrangements for such inspection; and, though we trust that these may shortly be overcome, it would be premature to express at present any opinion on its future operation.

The General Order issued by us in November last for the regulation of the triennial elections of school boards will be found in the Appendix. These elections fell in the spring of the present year, and have, for the most part, already taken place. We have the satisfaction of believing that, owing to the increased power of dealing with this point, entrusted to us by the Act of 1878, and to the attention paid by school boards to the directions laid down by us with regard to the expenses of such elections, they have been managed at a smaller cost than on previous occasions.

Pensions.

We have received, during the year ending at Lady Day 1879, 13 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July 1875, and have awarded 4 pensions of 25*l.*, and 6 of 20*l.*, together with 3 gratuities to the amount of 150*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 45 Scotch applications. We have awarded 2 pensions of 30*l.*, 13 of 25*l.*, and 22 of 20*l.*, and 6 gratuities to the amount of 260*l.*

There are at present 221 teachers to whom pensions have been granted in *England and Scotland*, of whom 7 have 30*l.* a year, 71 have 25*l.*, and 143 have 20*l.* a year.

(Signed) RICHMOND AND GORDON.
GEORGE HAMILTON.

Scotch Education Department,
the 20th day of June 1879.

PART I. OF APPENDIX.

EDUCATION (SCOTLAND) ACT, 1878.

41 & 42 Victoria, Chap. 78.

AN ACT to further amend the provisions of the Law of Scotland on the subject of Education, and for other purposes connected therewith. [16th August 1878.]

BE it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

Short title. 35 & 36 Vict. c. 62.

1. This Act may be cited as the Education (Scotland) Act, 1878, and this Act and the Education (Scotland) Act, 1872, (in this Act referred to as the principal Act,) may be cited together as the Education (Scotland) Acts, 1872 and 1878.

Extent of Act.

2. This Act shall extend to Scotland only.

Commencement of Act.

3. This Act shall, except in so far as herein-after provided, come into operation on the first day of October one thousand eight hundred and seventy-eight (which day is in this Act referred to as the commencement of this Act).

Construction of Act.

4. This Act shall be construed as one with the principal Act, and the expression "this Act" in the principal Act shall be construed to include this Act.

Regulation as to employment of child under 10, and certificate of knowledge being condition of employment of child over 10.

5. A person shall not, after the commencement of this Act, take into his employment (except as herein-after in this Act mentioned) any child—

(1.) Who is under the age of ten years; or

(2.) Who, being of the age of ten years, and not more than fourteen years, has not obtained a certificate of ability to read and write, and of a knowledge of elementary arithmetic in terms of section seventy-three of the principal Act, unless such child being of the age of ten years or upwards is employed and is attending school in accordance with the provisions of any Act of Parliament regulating the education of children employed in labour, or of any minute of the Scotch Education Department fixing the standard of education to be required for the partial exemption of children from the obligation to attend school.

Restriction on casual employment of children.

6. After the commencement of this Act no child under the age of ten years shall, save as herein-after mentioned, be employed in any casual employment, and no child who is above the age of ten years but under the age of fourteen years, shall, save as aforesaid, unless he has obtained a certificate of ability to read and write, and of a knowledge of elementary arithmetic in terms of section seventy-three of the principal Act, be employed in any casual employment after nine o'clock at night, from the first day of April to the first day of October, and after seven o'clock at night from the first day of October to the first day of April.

Casual employment shall mean employment for purposes of gain in streets or other places in vending or exposing for sale any article whatsoever, and also employment of any other kind, outside the child's own home, not being employment the lawful period whereof is regulated by any Act of Parliament.

A school board may, by writing under the hand of the clerk, exempt from the prohibitions of this section any child for a period or periods

named in such writing, and not exceeding in the whole six weeks, between the first day of January and the thirty-first day of December in any year.

Exception to prohibition of employment of children.

7. A person shall not be deemed to have taken any child into his employment contrary to the provisions of this Act, if it is proved to the satisfaction of the sheriff either—

(1.) That during the employment there is not within three miles, measured according to the nearest road, from the residence of such child any inspected school open which the child can attend; or

(2.) That such employment is during the school holidays, or during the hours during which the school is not open, not being hours during which casual employment is herein-before prohibited; or

(3.) That the employment is exempted by the notice of the school board herein-after next mentioned; (that is to say,)

The school board may, if it thinks fit, issue a notice exempting from the prohibitions and restrictions of this Act the employment of children above the age of eight years, for the necessary operations of husbandry and the ingathering of crops or to give assistance in the fisheries for the period to be named in such notice: Provided that the period or periods so named by any such school board shall not exceed in the whole six weeks between the first day of January and the thirty-first day of December in any year.

The school board shall cause a copy of every notice so issued to be affixed to the door of all churches and schools in the district.

Penalty for employing a child in contravention of Act.

8. Every person who takes a child into his employment in contravention of this Act shall be liable, on summary conviction, to a penalty not exceeding forty shillings.

Definition of employment in case of parent.

9. A parent of a child who employs such child in any labour exercised by way of trade or for the purposes of gain, or who permits such child to be engaged in any such labour on its own behalf, shall be deemed for the purposes of this Act to take such child into his employment.

Enforcement of Act by school board or by inspectors of factories, &c.

10. The provisions of this Act respecting the employment of children shall be enforced in the district of every school board by that board, provided that it shall be the duty of the inspectors and sub-inspectors acting under the Acts regulating factories, workshops, and mines respectively, and not of the school board, to enforce the observance by the employers of children of the provisions of this Act respecting the employment of children in such factories, workshops, and mines; but it shall be the duty of the school board to assist the said inspectors and sub-inspectors in the performance of their duty by information and otherwise.

Certificates of birth for purposes of Acts.

11. Where the age of any child is required to be ascertained or proved for the purposes of this Act, any person, on presenting a written requisition in such form, and containing such particulars as may be from time to time prescribed by a Secretary of State, and on payment of such fee, not exceeding one shilling, as a Secretary of State from time to time fixes, shall be entitled to obtain an extract under the hand of the registrar, under the Act of the seventeenth and eighteenth years of Her present Majesty, chapter eighty, and any Acts amending the same, of the entry in the registry kept under those Acts.

Power of officer of school board to enter place

12. If it appears to any sheriff, on the complaint of an officer of a school board acting under this Act, that there is reasonable cause to believe that a child is employed in contravention of this Act in any place, whether a building or not, such sheriff may by order under his

of employment.

hand empower an officer of the school board to enter such place at any reasonable time within forty-eight hours from the date of the order, and examine such place, and any person found therein touching the employment of any child therein.

Any person refusing admission to an officer authorised by an order under this section, or obstructing him in the discharge of his duty, shall for each offence be liable on summary conviction before the sheriff to a penalty not exceeding twenty pounds.

Exemption of employer on proof of guilt of some other person.

13. Where the offence of taking a child into employment in contravention of this Act is in fact committed by an agent or workman of the employer, such agent or workman shall be liable to a penalty as if he were the employer.

Where a child is taken into employment in contravention of this Act on the production by, or with the privity of, the parent of a false or forged certificate, or on the false representation of his parent that the child is of an age at which such employment is not in contravention of this Act, that parent shall be liable to a penalty not exceeding forty shillings.

Where an employer charged with taking a child into his employment in contravention of this Act proves that he has used due diligence to enforce the observance of this Act, and either that some agent or workman of his employed the child without his knowledge or consent, or that the child was employed either on the production of a forged or false certificate, and under the belief in good faith in the genuineness and truth of such certificate, or on the representation by his parent that the child was of an age at which his employment would not be in contravention of this Act, and under the belief in good faith in such representation, the employer shall be exempt from any penalty.

Where an employer satisfies the school board, or other person about to institute a prosecution that he is exempt under this section by reason of some agent, workman, or parent being guilty, and gives all facilities in his power for proceeding against, and convicting such agent, workman, or parent, such school board, or person, shall institute proceedings against such agent, workman, or parent, and not against the employer.

Temporary modification as to application of Act.

14. The provisions of this Act shall, during twelve months after the commencement of this Act, apply to children of the age of nine years and upwards as if they were of the age of ten years and upwards.

Resignation of member of school board, and supplying vacancy.

15. A member of a school board may resign on giving to the board one month's previous notice in writing of his intention so to do. The vacancy so caused shall, where a quorum remains, be supplied by the school board in the manner provided in section thirteen of the principal Act; and if the school board fail for eight weeks to fill up the vacancy, the Scotch Education Department may nominate a person to fill such vacancy, or may issue an order for an election of a person to fill such vacancy at such time and place and in such manner as the said department shall determine.

Disqualification of member of school board for non-attendance.

16. If a member of a school board absents himself during six successive months from all meetings of the board, except from temporary illness or other cause to be approved by the board, such person shall cease to be a member of the school board, and his office shall thereupon be vacant.

Proceedings where quorum fails by death, &c.

17. If by the death, resignation, or disqualification of any member or members of a school board there shall cease to be a quorum, the Scotch Education Department may nominate as many persons as shall be necessary to make up the full number of members, or may issue an order for an election of such number of members at such time and place and in such manner as the said department shall determine.

18. A school board having the management of any school which is a higher class public school within the meaning of the principal Act shall maintain the buildings thereof out of the school fund in the same manner in which it is bound to maintain the buildings of any other school under its management, and shall be empowered to pay from the school fund such other expenses for the promotion of efficient education in the said school as are not provided for by the revenues stated in section sixty-two of the principal Act: Provided that no expenditure under this section shall be incurred without the consent of the Scotch Education Department; and provided that nothing contained in this section shall in any way affect the powers of borrowing from the Public Works Loan Commissioners conferred on school boards by the principal Act.

Expenses of higher class school buildings may be paid out of school fund and charged on rates.

19. When an authority other than a school board having under its management a public or other school in which the education given does not consist chiefly of elementary instruction in reading, writing, and arithmetic, but of instruction in Latin, Greek, modern languages, mathematics, natural science, and generally in the higher branches of knowledge, shall apply to the Scotch Education Department for the examination of such school, with a view to ascertain its general efficiency, and with reference to the higher branches of knowledge taught therein, and shall undertake to pay towards the expenses incident to such examination such sum as the Scotch Education Department may fix, it shall be lawful for the Scotch Education Department to make provision for such examination either by one or more of Her Majesty's inspectors of schools or by such other person or persons as the Scotch Education Department may appoint for the purpose.

Examination of higher class schools.

20. When a school board having under its management a public or other school in which the education given does not consist chiefly of elementary instruction in reading, writing, and arithmetic, but of instruction in Latin, Greek, modern languages, mathematics, natural science, and generally in the higher branches of knowledge, shall apply to the Scotch Education Department for the examination of such school, with a view to ascertain its general efficiency, and with reference to the higher branches of knowledge taught therein, it shall be lawful for the Scotch Education Department to make provision for such examination either by one or more of Her Majesty's inspectors of schools, or by such other person or persons as the Scotch Education Department may appoint for the purpose. When a higher class public school shall have been examined under the provisions of this section, such examination shall come in place of an examination under section sixty-two of the principal Act.

Examination of higher class schools under management of school boards.

21. No person holding an office of profit under a school board in any parish or burgh shall be eligible or shall be capable of acting as a member of such school board or as a manager under section twenty-two of the principal Act.

Office under board to disqualify from being member of school board.

22. If a parent is unable from poverty to pay for the elementary education in reading, writing, and arithmetic of his child or children between five and thirteen years of age, and if, upon application, the parochial board of the parish or burgh in which he resides refuses to pay out of the poor fund the ordinary and reasonable fees of such child or children, it shall be the duty of the school board to apply to the sheriff, who, after inquiry, may, if he shall think fit, grant an order on such parochial board to pay the said fees, and such order may dispose of all question of expense.

Procedure where parochial board refuse to pay school fees.

23. Every prosecution for penalties or other proceedings under the principal Act, or this Act, may take place before the sheriff (whose

Mode of procedure and

expenses of prosecutions. 27 & 28 Vict. c. 53.

judgment shall be final) under the provisions of the Summary Procedure Act, 1864, and in all proceedings under the principal Act or this Act any person appointed by the school board, or any inspector or sub-inspector of factories, workshops, or mines, may appear before the sheriff and conduct such proceedings.

Where proceedings shall be taken under sections seventy and seventy-one of the principal Act, or under this Act, it shall not be lawful to award expenses against (1) any person appointed by the school board to prosecute, whether that person is or is not a procurator fiscal; or (2) against any inspector or sub-inspector acting under the Acts regulating factories, workshops, or mines respectively. Any prosecution for penalties under the principal Act or this Act which may take place before the sheriff may take place also before any two justices of the peace sitting in open court, and any order which under this Act may be made by the sheriff may be made by such justices, whose judgments and orders shall be final, and not subject to review.

In the principal Act and this Act "sheriff" shall include "sheriff substitute."

Removal of doubt as to right of certain school-masters to the franchise.

24. Whereas doubts have arisen as to the right of a teacher of a public school under a school board, who holds office at the pleasure of the board, and who occupies as part of the emoluments of his office lands and heritages under the school board, to be registered as a voter and to vote at elections for a Member or Members to serve in Parliament, in respect of the qualification afforded by such lands and heritages: And whereas it is expedient that such doubts should be removed, be it enacted, that from and after the passing of this Act it shall be no objection to the name of any such teacher being placed on the register of voters for the burgh or county within which such lands and heritages are situate, that the lands and heritages occupied by him, and on which his claim to the franchise rests, are held as part of the emoluments of his office, and at the pleasure of the school board: Provided, that the rental of such lands and heritages, according to the valuation roll, shall be of sufficient annual value to qualify a voter.

School board to have access to valuation roll free of charge.

25. The clerk of supply of a county or town clerk of a burgh or other officer who shall have in his possession or under his control any valuation roll shall at all times give, free of charge, reasonable access to such roll, either in his official chambers or where no such chambers are provided in such public place as the sheriff shall appoint, to the clerk or other person or persons appointed by the school board of any parish within such county or of such burgh for the purpose of making a copy of such roll or of any entries therein.

Amendment of 35 & 36 Vict. c. 62. sch. B.

26. The principal Act shall be construed as if there were substituted for the rule numbered four in Schedule B. to the principal Act the rule in the schedule to this Act.

Effect of schedules.

27. The schedules to the principal Act and to this Act shall be of the same force as if they were enacted in these Acts respectively.

Amendment of clause 70 of principal Act.

28. The principal Act shall be construed as if the words "one month" were substituted for the words "three months" in clause seventy of that Act.

Union of school board.

29. It shall be lawful for the Scotch Education Department at any time after the passing of this Act, upon the application of the school board of any parish in which no school has been erected by such board, and of the school board of any adjoining burgh, to order, that from and after the period specified in the order such parish shall cease, for the purposes of the principal Act and this Act, to be a parish, and shall be

esteemed to be a part of such burgh within the meaning and for the purposes of the principal Act and this Act, and a school board shall be elected therefor in pursuance of the order, and the Scotch Education Department shall frame and issue all proper rules and directions for carrying such order into execution.

Extension of burghs for municipal purposes not to alter school board areas unless otherwise ordered by Scotch Education Department.

30. Where by any local Act, or under the powers of any public general Act, the area of any burgh shall hereafter be extended for municipal or police purposes, such extension shall not alter for the purposes of the principal Act or this Act the area of such burgh, or the area of any parish from which any district shall be taken for such extension; and the valuation roll of such extended burgh, so far as it relates to such district, shall, for the purposes of the principal Act and this Act, be held to be a part of the valuation roll of the county applicable to such parish, unless and until such district be annexed to the said burgh for those purposes in manner herein-after mentioned: Provided always, that the Scotch Education Department may at any time, after due inquiry, order such district to be annexed to such burgh for the purposes of the principal Act and this Act, upon such terms and subject to such arrangements as the said department may determine.

Compulsory purchase of sites.

31. With respect to the purchase of land by school boards for the purposes of the Education (Scotland) Acts, 1872 and 1878, the following provisions shall have effect; (that is to say,)

41 & 42 Vict. c. 78.
8 & 9 Vict. c. 19.

(1.) The Lands Clauses Consolidation (Scotland) Act, 1845, and the Acts amending the same, shall be incorporated with this Act, except the provisions relating to access to the special Act; and in construing those Acts for the purposes of this section the special Act shall be construed to mean the principal Act and this Act, together with the confirming Act herein-after mentioned, and the promoters of the undertaking shall be construed to mean the school board, and land shall be construed to include any right over land:

Regulations as to the purchase of land compulsorily.

(2.) The school board, before putting in force any of the powers of the said Acts with respect to the purchase and taking of land otherwise than by agreement, shall—

Publication of notices.

(*a.*) Publish during three consecutive weeks in the months of October and November, or either of them, a notice describing shortly the object for which the land is proposed to be taken, naming a place where a plan of the land proposed to be taken may be seen at all reasonable hours, and stating the quantity of land that they require, and shall further,—

Service of notices.

(*b.*) After such publication, serve a notice in manner mentioned in this section on every owner or reputed owner, lessee or reputed lessee, and occupier of such land, defining in each case the particular land intended to be taken, and requiring an answer stating whether the person so served assents, dissents, or is neuter in respect of taking such land;

(*c.*) Such notice shall be served—

(a.) By delivery of the same personally on the person required to be served, or, if such person is absent abroad, to his agent; or

(b.) By leaving the same at the usual or last known place of abode of such person as aforesaid, or by forwarding the same by post in a registered letter addressed to the usual or last known place of abode of such person:

Petition to Education Department.

(3.) Upon compliance with the provisions contained in this section with respect to notices, the school board may, if they think fit, present a petition to the Scotch Education Department (herein-after called "the department"), praying that an order may be made authorising the school board to put in force the powers of the said Acts with respect to the purchase and taking of land otherwise than by agreement, so far as regards the land therein mentioned; the petition shall state the land intended to be taken, and the purposes for which it is required, and the names of the owners, lessees, and occupiers of land who have assented, dissented, or are neuter in respect of the taking of such land, or who have returned no answer to the notice, and shall be supported by such evidence as the department may from time to time require:

(4.) If on consideration of the petition and proof of the publication and service of the proper notices the department think fit to proceed with the case, they may, if they think fit, appoint some person to inquire in the district in which the land is situate respecting the propriety of the proposed order, and also direct such person to hold a public inquiry:

(5.) After such consideration and proof, and after receiving a report made upon any such inquiry, the department may make the order prayed for, authorising the school board to put in force with reference to the land referred to in such order the powers of the said Acts with respect to the purchase and taking of land otherwise than by agreement, or any of them, and either absolutely or with such conditions and modifications as they may think fit; and it shall be the duty of the school board to serve a copy of any order so made in the manner and upon the persons in which and upon whom notices in respect of the land to which the order relates are required by this Act to be served:

No order valid until confirmed by Parliament.

(6.) No order so made shall be of any validity unless the same has been confirmed by Act of Parliament, and it shall be lawful for the department, as soon as conveniently may be, to obtain such confirmation, and the Act confirming such order (herein called the confirming Act) shall be deemed to be a public general Act of Parliament;

Costs how to be defrayed.

(7.) The department, in case of their refusing or modifying such order, may make such order as they think fit for the allowance of the costs, charges, and expenses of any person whose land is proposed to be taken of and incident to such application and inquiry respectively:

(8.) All costs, charges, and expenses incurred by the department in relation to any order under this section shall, to such amount as the Commissioners of Her Majesty's Treasury think proper to direct, and all costs, charges, and expenses of any person which shall be so allowed by the department as aforesaid, shall become a charge upon the school fund of the parish or burgh to which such order relates, and be repaid to the said Commissioners of Her Majesty's Treasury or to such person respectively by annual instalments not exceeding five, together with interest after the yearly rate of five pounds in the hundred, to be computed from the date of any such direction of the said Commissioners or allowance of such costs, charges, and expenses respectively upon so much of the principal sum due in respect of the said costs, charges, and expenses as may from time to time remain unpaid.

32. When, under section forty-four of the principal Act, a parochial board is required by a school board to levy by means of a local rate any sum required to meet a deficiency in the school fund, or to levy an amount of rate on each pound of rental as school rate, the parochial board shall pay over to the school board such sum or the produce of such rate, as the case may be, without any deduction on account of the cost of levying and collecting such sum or rate. Parochial board to pay over school rate without deduction.

SCHEDULE.

The triennial election of a school board for any parish or burgh shall be held at such time and in such manner and in accordance with such regulations as the Scotch Education Department may from time to time by order prescribe; and the Scotch Education Department may by order appoint or direct the appointment, and make regulations as to the duties, remuneration, and expenses, of any officers requisite for the purpose of such election, and make regulations respecting all other necessary things preliminary or incidental to such election, and revoke or alter any previous order.

ENDOWED INSTITUTIONS (SCOTLAND) ACT, 1878.

41 & 42 Victoria, Chap. 48.

AN ACT to amend the Law relating to Endowed Schools and Hospitals and other Endowed Institutions in Scotland; and for other purposes. [8th August 1878.]

WHEREAS there are numerous endowed schools and hospitals and other endowed institutions in Scotland, and it is expedient that provision should be made to enable the governors, managers, trustees, or other governing body thereof to apply for and obtain from Parliament power and authority whereby changes may be made in the government and management of the said schools, hospitals, and institutions, or in the application of their endowments, and at the same time provision may be made for upholding the standard of education which has hitherto been maintained in Scotland:

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

1. This Act may be cited as the Endowed Institutions (Scotland) Act, 1878. Short title.

2. This Act shall apply to Scotland only. Application of Act.

3. In this Act, unless the context otherwise requires, the following words and expressions have the meanings hereby assigned to them; viz., Interpretation of terms.

"Secretary of State" means any one of Her Majesty's Principal Secretaries of State:

"Governing body" includes governors, managers, trustees, school boards, or other person or persons, corporate or unincorporate,

having, otherwise than as teacher or master, the right of holding any endowment, or any power of government of or management over any endowed institution:

"Endowed institution" means a school, hospital, or other institution wholly or partly maintained by means of any endowment, and includes a mortification or bequest for educational or charitable uses, or for uses partly educational and partly charitable, or for the establishment or maintenance of a public library:

"Endowment" means any description of property, heritable or moveable, which is dedicated to educational, literary, or charitable uses, or to uses partly educational and partly charitable, or for the establishment, management, and maintenance of a public library, in whomsoever such property may be vested, in whosesoever name it may be standing, or by whatsoever tenure or title it may be held:

"Scotch Education Department" means the Lords of the Committee of the Privy Council on Education in Scotland:

"The Commissioners" means the Commissioners herein-after appointed, and "Commissioner" means one of such Commissioners.

Governing body may resolve to apply for a provisional order.

4. It shall be lawful for the governing body of any endowed institution in Scotland, at a meeting specially called for the purpose at a month's notice, to resolve by a majority of those present at the meeting, that it is expedient that provision should be made for the better government and administration of such institution, or for the better application of the endowments thereof, or for the transference of such institution and the endowments thereof, and that an application should be made to the Secretary of State for a provisional order.

Governing body may present petition to Secretary of State.

5. On the foresaid resolution being carried, it shall be lawful for the said governing body to present a petition to the Secretary of State, setting out such resolution, and stating the provisions for the better government and administration of such institution, or the better application of the endowments thereof, which they desire to have sanctioned. Upon receipt of any such petition as aforesaid the Secretary of State may, if he shall think fit, direct such petition to be published in the Edinburgh Gazette in two consecutive numbers thereof, and in one or more newspapers circulating in the county or counties where such institution is situated, with a view to further inquiry.

Commissioners may inquire and report to Secretary of State.

6. The Secretary of State may, if he shall think fit, by writing under his hand, remit to the Commissioners herein-after mentioned to inquire into the said petition and report thereon to the said Secretary of State; and for the purposes of such inquiry, which shall be held in public, the said Commissioners shall have power, after such public notice as they may think sufficient, to examine witnesses on oath, and to call for such information from, and to require the production of such documents by, the governing body, or any other persons, as they may consider necessary, and to do all such matters and things as may seem to them expedient for the purposes of the inquiry. After the holding of such inquiry the Commissioners shall report to the Secretary of State as to whether, in their opinion, the provisional order prayed for should be made, and if so, with what, if any, alterations or modifications therein.

Power to Secretary of State to issue provisional order.

7. It shall be lawful for the Secretary of State to issue a provisional order in relation to the several things mentioned in the foresaid petition, either in accordance therewith, or with such alterations or modifications, not being inconsistent with the general principles thereof, as may appear to him to be requisite, or otherwise to refuse to issue such provisional order.

Provided always, that in every such provisional order provision shall be made for saving or making due compensation for the vested interests

to which any teacher, master, officer, scholar, bursar, exhibitioner, pensioner, or other shall be entitled at the date of such order.

Provided also, that if the provisional order shall contain any alterations or modifications as aforesaid, the Secretary of State shall before signing the order cause a copy of it to be sent to the governing body, who may, if they think fit, state in writing to the Secretary of State any objections or suggestions respecting such order within one month after the copy thereof was sent to the governing body; and the Secretary of State shall, if he think fit, remit to the Commissioners to report on such objections and suggestions, and shall consider the same together with the report of the Commissioners.

Provisional order to be laid before Parliament.

8. The provisional order aforesaid shall not have any effect or operation unless and until the same has been laid before both Houses of Parliament; and it shall be lawful for the Secretary of State, and he is hereby required, as soon as conveniently may be, to cause such provisional order to be laid before both Houses of Parliament; and after such provisional order has lain forty days before Parliament, then, unless within such forty days a resolution has been adopted by one or other of the said Houses disapproving of the said order, such provisional order shall come into operation.

Several governing bodies may concur in applying for provisional order.

9. It shall be lawful for the governing bodies of two or more endowed institutions to concur in applying for a provisional order under this Act, and such order may provide for the union of such institutions or for the application of their endowments or part thereof under a governing body to be constituted by such order.

Governing body may apply for transference of endowments.

10. It shall be lawful for the governing body of an endowed institution to apply for a provisional order, and such order may provide for the transference of the institution and the endowments of such institution or part thereof to the governing body of one or more other endowed institutions, or to one or more school boards, subject to the provisions contained in such order.

Commissioners to submit conditions of distribution of parliamentary grant with view to promotion of higher education.

11. The Commissioners shall submit for the consideration of the Scotch Education Department the conditions according to which, in their opinion, the parliamentary grant for public education in Scotland may be most advantageously distributed for the purpose of promoting education in the higher branches of knowledge in public and State-aided schools, especially in those districts in which there are no higher class public schools: Provided always, that the duty of determining from time to time the rates and conditions according to which the said grants may be given, and of framing, and from time to time revising the minutes containing the same, shall be upon the Scotch Education Department.

Commissioners to be appointed.

12. For the purposes of this Act it shall be lawful for Her Majesty from time to time, on the recommendation of the Secretary of State, to appoint Commissioners to hold office during Her Majesty's pleasure, but the number of such Commissioners shall not at any one time exceed seven.

The office and general place of business of the Commissioners shall be in Edinburgh; but the Commissioners may from time to time appoint any one or more of their number to hold an inquiry in terms of this Act, and to visit such places as may be necessary for that purpose. Any Commissioner or Commissioners so appointed shall have and may exercise all the powers of the Commissioners, except that of reporting to the Secretary of State.

Her Majesty may, on the recommendation of the Secretary of State, from time to time appoint a fit person to be secretary to the Commissioners, to hold office at Her Majesty's pleasure; and the Commissioners

may appoint such necessary clerks and officers as shall be sanctioned by the Commissioners of Her Majesty's Treasury to hold office during the pleasure of the Commissioners.

The Commissioners of Her Majesty's Treasury may assign to the secretary, clerks, and officers such salaries as they may think proper.

The salaries paid under this Act, together with the whole expenses of the Commissioners and of their establishment, and reasonable travelling expenses, shall be defrayed out of moneys to be voted by Parliament.

Provided that such Commissioners shall receive no remuneration except for such reasonable travelling or other expenses as may be incurred in the discharge of their duties under this Act.

Commissioners to report.

13. The Commissioners shall once in each year make a report to Her Majesty of their proceedings under this Act during the past year, and such report shall be laid before both Houses of Parliament within fourteen days after the making thereof, if Parliament is then sitting, and if not, then within fourteen days after the next meeting of Parliament.

Saving powers of governing bodies under special Acts, &c.

14. Nothing herein contained shall be held to limit any of the powers presently enjoyed by any governing body under any Act of Parliament, or provisional order, or charter, or by the foundation grant of the endowed institution under their government.

Commencement and duration of Act.

15. Save as regards the appointment of Commissioners, which may be made at any time after the passing hereof, this Act shall commence to have effect on the first day of October one thousand eight hundred and seventy-eight, and shall be in force until the thirty-first day of December one thousand eight hundred and eighty : Provided that it shall be lawful for Her Majesty in Council, if special cause be shown, to continue this Act in force with respect to any endowed institution until the thirty-first day of July one thousand eight hundred and eighty-one.

LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1871; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12–1 of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.
2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.

INDEX TO COUNTIES.

COUNTY.	Number on List.	COUNTY.	Number on List.	COUNTY.	Number on List.
Aberdeen - -	23	Elgin (or Moray) -	30	Orkney - - -	26
Argyll - - -	14	Fife - - -	20	Peebles - - -	4
Ayr - - - -	11	Forfar - - -	22	Perth - - -	17
Banff - - -	24	Haddington - -	2	Renfrew - - -	12
Berwick - - -	7	Inverness - -	28	Ross - - -	33
Bute - - -	13	Kincardine - -	25	Roxburgh - -	6
Caithness - -	31	Kinross - - -	18	Selkirk - - -	5
Clackmannan -	19	Kirkcudbright -	9	Shetland - -	27
Cromarty - -	33	Lanark - - -	3	Stirling - - -	15
Dumbarton - -	16	Linlithgow - -	21	Sutherland - -	32
Dumfries - -	8	Nairn - - -	29	Wigtown - -	10
Edinburgh - -	1				

—	—	Population.	No. of School Boards.
SCOTLAND -	Parishes -	1,882,101	923
	Burghs - -	1,477,917	59
	Total -	3,360,018	982

LIST.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
1. EDINBURGH.	328,123		1873.		
Borthwick - -	1,494	7	14 Apr.	R. Stoddart -	Gorebridge, Mid-Lothian.
Carrington - -	712	5	5 „	C. Kirkwood -	Carrington, Gorebridge, Mid-Lothian.
Cockpen - -	2,481	7	19 „	P. Forbes -	Bonnyrigg, Mid-Lothian.
Colinton - -	3,644	7	5 „	J. Russell -	Colinton Bank, Colinton, Edinburgh.
Corstorphine - -	1,788	5	18 „	J. Matthew -	The Schoolhouse, Corstorphine, Edinburgh.
Cramond - -	3,020	7	18 Mar.	R. C. Bell -	1, North Charlotte Street, Edinburgh.
Cranston - -	1,036	5	5 Apr.	R. Hanton -	Cranston, Dalkeith.
Crichton - -	1,223	5	4 „	H. Duncan (*pro tem.*).	Culter House, Biggar.
Currie - - -	2,360	7	4 „	D. Bisset -	Balerno, Currie, Mid-Lothian.
Dalkeith (Town) -	6,386	7	15 Mar.	T. Sturrock -	66, High Street, Dalkeith.
Dalkeith (Landward) -	1,281	5	19 Apr.	G. H. Gorrie -	Bridgend, Dalkeith.
Duddingston (Landward)	970	5	4 „	A. Logan -	Spylaw House, Colinton, Edinburgh.
Edinburgh (City) -	196,991	15	29 Mar.	D. MacKinnon -	9, Castle Street, Edinburgh.
Edinburgh—(St. Cuthberts and Dean).	4,061	7	19 Apr.	Angus Kennedy	Wardie Crescent, Edinburgh.
Fala and Soutra -	364	5	15 Sept.*	G. Noble -	Pathhead, Ford, Dalkeith.
Glencorse - -	1,153	5	5 Apr.	Peter Gow -	Glencorse, Milton Bridge, Mid-Lothian.
Heriot - - -	414	5	17 Apr.	G. Simpson -	Heriot, Gorebridge, Mid-Lothian.
Inveresk (Landward) -	2,554	5	28 Mar.	J Purves -	15, Eskside, Musselburgh.
Kirknewton and East Calder.	2,198	7	19 June	W. Stewart -	Selms, Kirknewton, Mid-Lothian.
Lasswade - -	7,098	7	5 Apr.	P. Forbes -	Bonnyrigg, Lasswade.
Leith (Burgh) -	44,721	9	9 „	T. T. Gray -	2, Links Place, Leith.
Leith, South (Landward)	1,713	5	23 „	Rev. G. Boyd -	25, Haddington Place, Edinburgh.
Liberton - -	3,788	7	4 „	J. Taylor -	30, St. Andrew Sq., Edinburgh.
Midcalder - -	1,634	5	26 „	W. Stewart -	Selms, Kirknewton, Mid-Lothian.
Musselburgh (Burgh)	7,517	7	15 Mar.	J. Purves -	15, Eskside, Musselburgh.
Newbattle - -	2,424	5	15 Apr.	W. J. Jones -	Tait Street, Dalkeith.
Newton - -	1,181	5	22 Mar.	G. Brown -	Newton, Dalkeith.
Penicuick - -	3,765	7	29 „	J. Alexander -	Penicuick.
Portobello (Burgh)	5,481	7	19 Apr.	J. Knox Crawford	10, George Street, Edinburgh.
Ratho - - -	1,744	5	14 Mar.	D. Smith -	Ratho, Mid-Lothian.
Stobhill - -	2,447	5	10 May	R. Stoddart -	Gorebridge, Mid-Lothian.
Stow - - -	1,957	7	9 „	J. F. Walker -	Galabank, Stow, Mid-Lothian.
Temple - -	658	5	10 „	J. Low - -	Temple, Gorebridge, Mid-Lothian.
West Calder - -	7,865	7	3 Apr.	J. T. Mungle -	West Calder, Mid-Lothian.
2. HADDINGTON.	37,755				
Aberlady - -	1,022	5	19 Apr.	J. Hutton -	Aberlady, Longniddrie, Haddingtonshire.
Athelstaneford -	844	5	22 Mar.	J. Craig - -	Athelstaneford, Drem.
Bolton - -	364	5	22 „	C. Henderson -	Schoolhouse, Bolton, Haddington.
Dirleton - -	1,419	5	1 Apr.	D. McCulloch -	British Linen Co. Bank, North Berwick.
Dunbar (Burgh) -	3,320	7	13 Mar.	J. J. Kelly -	Dunbar.
Dunbar (Landward) -	2	5	15 Apr.	C. Notman -	Dunbar.
Garvald - -	832	5	19 Apr.	R. Simpson -	Garvald, Prestonkirk.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 19th April.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—*cont.*			1873.		
Gladsmuir - -	1,863	5	29 Mar.	W. & W. Ferme	Haddington.
HADDINGTON (Burgh)	4,007	7	15 „	W. T. Ferme -	Haddington.
Haddington (Landward)	1,728	5	24 „	J. Richardson -	Haddington.
Humbie - -	967	7	15 Sept.*	J. Stuart -	Humbie, Upper Keith, East Lothian.
Innerwick - -	892	5	12 Apr.	R. Henderson -	Innerwick, Dunbar.
Morham - -	204	5	17 „	D. Louden -	Morham, Haddington.
North Berwick (including Burgh).	2,373	7	12 „	R. Lyle -	North Berwick.
Oldhamstocks - -	592	5	29 Mar.	A. Grainger -	Oldhamstocks, Cockburnspath.
Ormiston - -	911	5	10 June	H. Brown -	Ormiston, Tranent.
Pencaitland - -	1,320	5	29 Mar.	P. Cossar -	Pencaitland, Tranent.
Prestonkirk - -	1,931	5	5 Apr.	J. Hall - -	National Bank, East Linton, Prestonkirk.
Prestonpans - -	2,069	5	11 „	G. Hunter -	The Schoolhouse, Prestonpans, Haddingtonshire.
Salton - - -	647	5	7 June	W. A. Findlay -	Salton, Edinburgh.
Spott - - -	560	5	19 Apr.	R. Grieve -	Spott, Dunbar.
Stenton - -	612	5	25 Mar.	J. Fraser -	The Schoolhouse, Stenton, Prestonkirk.
Tranent - -	4,852	7	3 Apr.	J. C. Edie -	Royal Bank of Scotland, Tranent.
Whitekirk and Tyninghame.	1,073	5	15 Mar.	R. Lyle -	North Berwick.
Whittinghame -	657	5	12 Apr.	G. H. Winton -	Whittinghame, Prestonkirk.
Yester - - -	1,034	5	21 „	- - -	Gifford, Haddington.
3. LANARK.	787,102				
1. *Lower Ward.*	584,261				
Barony (added to Springburn).	—	—	—	—	—
Cadder - -	6,464	7	4 Apr.	T. McLelland -	Bishopbriggs, Glasgow.
Carmunnock - -	799	5	13 Mar.	W. Fleming -	Windlaw, Carmunnock, Glasgow.
GLASGOW (Burgh) -	487,021	15	25 „	W. Kennedy -	129, Bath Street, Glasgow.
Govan - -	56,754	13	10 Apr.	J. A. Craigie -	10, Bothwell Street, Glasgow.
Maryhill - -	12,808	9	22 „	R. W. Sinclair -	Mary's Place, Maryhill, Glasgow.
RUTHERGLEN (Burgh)	9,456	7	1 „	G. Gray -	Balvaird, Rutherglen, Glasgow.
Rutherglen (Landward)	1,310	5	11 „	D. Reid -	Corselet, Rutherglen, Glasgow.
Shettleston - -	7,517	7	6 May	W. Dowall -	108, West Regent Street, Glasgow.
Springburn (including Barony).	2,132	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
2. *Middle Ward.*	159,255				
AIRDRIE (Burgh) -	13,488	9	3 Apr.	G. B. Motherwell	8, East High Street, Airdrie.
Avondale - -	5,460	9	22 May	A. Allan -	Kirk Street, Strathaven, Lanarkshire.
Blantyre - -	3,472	7	8 Mar.	W. Brown -	2, Beckford Street, Hamilton.
Bothwell - -	19,292	9	4 Apr.	W. Brown -	2, Beckford Street, Hamilton.
Calderhead - -	4,271	7	10 „	W. Miller -	Shotts Iron Works, Shotts, Lanarkshire.
Cambuslang - -	3,740	7	10 „	G. Campbell -	Commercial Bank of Scotland, Cambuslang, Glasgow.
Cambusnethan - -	18,709	9	10 „	J. Scott -	Clerk to the Coltness Iron Company, Newmains, Lanarkshire.
Clarkston - -	4,902	7	7 „	J. Chapman -	28, Bank Street, Airdrie.
Dalserf - -	2,009	5	14 „	T. Duncan -	Glenview House, Larkhall, Lanarkshire.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 26th April.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Dalziel - -	9,175	9	15 Mar.	W. Stratton -	Merry Street, Motherwell.
East Kilbride - -	3,861	7	4 Apr.	W. B. Crawford	104, West Regent Street, Glasgow.
Glassford - -	1,430	5	5 „	Rev. J. McGavin	Chapelton, Hamilton.
HAMILTON (Burgh) -	11,498	9	25 Mar.	P. Keith -	Hamilton.
Hamilton (Landward) -	5,305	7	18 Apr.	W. Brown -	2, Beckford Street, Hamilton.
Larkhall - -	5,332	7	17 „	T. Duncan -	Glenview House, Larkhall, Lanarkshire.
New Monkland -	5,064	7	29 Mar.	G. B. Motherwell	8, East High Street, Airdrie.
Old Monkland -	34,073	9	11 Apr.	W. J. Andrew -	Bank Buildings, Coatbridge.
Shotts - - -	4,997	7	3 „	Rev. J. Ritchie -	Shotts Burn, Holytown, Lanarkshire.
Stonehouse - -	3,177	7	8 „	M. Hamilton -	Meadowside Cottage, Stonehouse, Lanarkshire.
3. *Upper Ward.*	43,586				
Biggar - -	2,013	5	25 Apr.	E. Spence -	Biggar.
Carluke - -	7,066	7	26 Mar.	J. Matthews -	National Bank of Scotland, Carluke.
Carmichael - -	708	5	14 Apr.	J. McMath -	Carmichael, Thankerton, Lanarkshire.
Carnwath - -	5,709	7	25 „	W. Currie -	Carnwath, Lanarkshire.
Carstairs - -	1,718	5	5 „	S. J. Somerville	Carstairs, Lanark.
Covington and Thankerton.	454	5	12 „	H. Lindsay -	Meadowflatt, Thankerton, Lanarkshire.
Crawford - -	724	5	21 Mar.	A. W. Paterson	Commercial Bank, Abington, Lanarkshire.
Crawfordjohn - -	845	5	19 „	A. Renton -	Crawfordjohn, Abington, Lanarkshire.
Culter - - -	593	5	31 „	A. McGowan -	Culter, Biggar.
Dolphinton - -	231	5	29 „	J. Ord Mackenzie.	9, Hill Street, Edinburgh.
Douglas - -	2,624	7	12 Apr.	T. Wilson -	Royal Bank of Scotland, Douglas, Lanark.
Dunsyre - -	302	5	29 „	W. Currie -	Carnwath, Lanarkshire.
LANARK (Burgh) -	5,099	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	2,742	7	31 „	J. F. Shirley -	Lanark.
Leadhills - -	1,113	5	25 June	Peter Hastie -	Leadhills, Abington, Lanarkshire.
Lesmahagow - -	8,709	7	12 Apr.	Rev. J. W. Macmeeken.	Lesmahagow, Lanarkshire.
Libberton - -	691	5	19 „	W. Currie -	Carnwath, Lanarkshire.
Pettinain - -	366	5	15 „	W. Paterson -	Grange Pettinain, Thankerton, Lanarkshire.
Symington - -	442	5	19 „	E. Spence -	Commercial Bank, Biggar.
Walston - -	425	5	29 „	W. Baillie -	Craw Craigs, Biggar.
Wandell and Lamington	332	5	28 Mar.	J. Strang -	Lamington, Biggar.
Wiston and Roberton -	680	5	26 „	W. Muir -	Home Farm, Wiston, Biggar.
4. PEEBLES.	12,218				
Broughton, Glenholm, and Kilbucho.	729	5	22 Apr.	T. Grieve -	Burnside Cottage, Broughton, Biggar.
Drumelzier - -	221	5	19 „	J. Scott -	Drumelzier, Biggar.
Eddleston - -	700	5	29 Mar.	S. L. Noble -	Eddleston, Peeblesshire.
Innerleithen - -	2,776	7	29 „	Wm. Crawford -	Bridgend House, Innerleithen, Peeblesshire.
Kirkurd - -	294	5	14 May	Francis Dodds -	The Schoolhouse, Kirkurd, Dolphinton, Peeblesshire.
Lyne and Megget -	174	5	9 Apr.	D. McPherson -	Bank of Scotland, Peebles.
Manor - -	271	5	29 Mar.	D. McPherson -	Bank of Scotland, Peebles.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PEEBLES—*cont.*			1873.		
Newlands - -	851	5	3 May	T. W. Dickson -	Peebles.
Peebles (including Burgh).	3,172	7	19 Apr.	T. W. Dickson -	Peebles.
Skirling - -	325	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo - - -	459	5	14 Mar.	D. Hutchison -	The Schoolhouse, Stobo, Peeblesshire.
Traquair - -	669	5	22 „	T. Young -	Bank of Scotland, Innerleithen, Peeblesshire.
Tweedsmuir - -	190	5	1 Apr.	J. Brown -	Tweedsmuir, Biggar.
West Linton - -	1,387	5	3 May	Rev. W. W. Aitken	Carlops, Penicuick.
5. SELKIRK.	18,901				
Caddonfoot -	699	5	30 Apr.	G. Rodger -	Selkirk.
Ettrick - -	434	5	10 May	T. Elliot -	Gilmanscleuch, Selkirk.
GALASHIELS (Burgh) -	9,678	7	22 Mar.	G. D. Cramond	12, Bridge Street, Galashiels.
Galashiels (Landward)	810	5	29 „	J. Smail -	Commercial Bank, Galashiels.
Kirkhope - -	565	5	15 Apr.	J. Macaulay -	Selkirk.
Roberton - -	593	5	28 Mar.	T. Wilson -	The Schoolhouse, Roberton, Hawick.
SELKIRK (Burgh) -	4,640	7	22 „	C. Alexander -	Selkirk.
Selkirk (Landward) -	915	5	2 Apr.	J. Macaulay -	Selkirk.
Yarrow - -	567	5	10 „	C. Alexander -	Selkirk.
6. ROXBURGH.	48,603				
Ancrum - -	1,391	5	5 Apr.	George Hilson, jun.	34, High Street, Jedburgh.
Ashkirk - -	550	5	15 Sept.*	A. Waldie -	Ashkirk, Hawick.
Bedrule - -	292	5	22 Mar.	W. MacNeill -	Bedrule, Jedburgh.
Bowden - -	842	5	20 „	Ralph Dunn -	Melrose.
Castleton - -	2,202	5	15 Apr.	T. Stevenson -	British Linen Co. Bank, Langholm.
			1876.		
†Cavers (including Kirkton).	1,763	7	22 Apr.	W. Haddon -	Hawick.
			1873.		
Crailing - -	657	5	7 Apr.	G. Fargie -	Crailing, Kelso.
Eckford - -	931	5	24 Mar.	W. B. Wilson -	Broomlands, Kelso.
Edgerston - -	365	5	11 Apr.	J. C. Stevenson	County Buildings, Jedburgh.
Ednam - -	613	5	22 Mar.	D. Pringle -	Ednam, Kelso.
HAWICK (Burgh) -	11,356	9	8 Apr.	J. Oliver -	Hawick.
Hawick (Landward) -	363	5	10 „	G. Grier -	Bridge House, Hawick.
Hobkirk - -	718	5	14 „	W. Sibbald -	Weens Cottages, Bonchester, Hawick.
Hownam - -	238	5	22 Mar.	J. Cuthbert -	Hownam, Kelso.
JEDBURGH (Burgh) -	3,078	7	27 „	J. McDougall -	Exchange Buildings, Jedburgh.
Jedburgh (Landward)	1,893	5	12 Apr.	W. Millar -	24, High Street, Jedburgh.
Kelso - - -	5,124	7	15 Mar.	W. Robson -	Kelso.
Kirkton (united to Cavers, § 17).	—	—	—	—	—
Lilliesleaf - -	788	5	12 Apr.	W. Haddon -	Hawick.
Linton - -	570	5	5 „	J. Cook -	The Schoolhouse, Linton, Kelso.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 24th March.

†	—	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.
	Cavers - - -	1,443	5	17 Apr. 1873.
	Kirkton - -	320	5	19 „ „

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ROXBURGH—*cont.*			1873.		
Makerstoun - -	361	5	17 Apr.	J. Porteous -	Coldstream.
Maxton - -	481	5	3 „	W. Chisholm -	Littledean, Maxton, St. Boswells, Roxburghshire.
Melrose - -	4,865	7	12 „	J. Freer -	Melrose.
Minto - - -	431	5	19 „	T. Ainslie -	Minto, Hawick.
Morebattle - -	986	5	22 Mar.	W. B. Wilson -	Broomlands, Kelso.
Oxnam - -	652	5	9 Apr.	M. Little -	Oxnam, Jedburgh.
Roxburgh - -	1,053	5	11 Mar.	A. W. Main -	Kelso.
St. Boswells - -	973	5	22 „	T. Lawrie -	St. Boswells, Roxburghshire.
Smailholm - -	534	5	27 „	T. Hunter -	Kelso.
Southdean - -	674	5	3 May	A. C. Milne -	Southdean, Hawick.
Sprouston - -	1,294	5	18 Mar.	W. B. Wilson -	Broomlands, Kelso.
Teviothead - -	515	5	22 Apr.	R. Purdom -	Hawick.
Wilton - -	950	5	17 „	J. Shiel -	2, Laing Terrace, Wilton, Hawick.
Yetholm - -	1,100	5	5 „	R. Henderson -	Yetholm, Kelso.
7. BERWICK.	36,770				
Abbey St. Bathans -	195	5	22 Mar.	D. Leitch -	Abbey St. Bathans, Grantshouse, Berwickshire.
Ayton - - -	1,983	5	13 „	A. Whitlie -	Commercial Bank of Scotland, Eyemouth, Ayton.
Bunkle and Preston -	764	5	25 Apr.	G. Mason -	Bunkle, Edrom, Berwickshire.
Channelkirk - -	705	5	7 „	H. M. Liddell -	Channelkirk, Lauder, Berwickshire.
Chirnside - -	1,413	5	31 Mar.	T. Mack -	Chirnside, Berwickshire.
Cockburnspath -	1,133	5	5 Apr.	A. W. Henderson	Cockburnspath.
Coldingham - -	3,093	9	2 „	J. Johnston -	Coldingham, Ayton.
Coldstream - -	2,619	7	31 Mar.	J. Porteous -	Coldstream.
Cranshaws - -	142	5	19 Apr.	R. Pringle -	Cranshaws, Dunse.
Dunse - - -	3,602	7	13 Mar.	W. H. Waite -	Easter Street, Dunse.
Earlston - -	1,977	5	27 „	F. A. Russel -	Earlston, Berwickshire.
Eccles - - -	1,780	7	27 „	J. Stevenson -	Eccles, Coldstream.
Edrom - -	1,513	7	26 Feb.	J. B. Henderson	Edrom, Berwickshire.
Eyemouth - -	2,372	5	17 Mar.	J. Donaldson -	Eyemouth, Ayton.
Fogo - - -	502	5	14 Apr.	J. Macfarlane -	Fogo, Dunse.
Foulden - -	425	5	4 „	J. Shed -	Foulden, Berwick.
Gordon - -	876	5	5 „	N. Dodds -	Gordon, Berwickshire.
Greenlaw - -	1,381	5	12 „	A. Purves -	Bank House, Greenlaw, Berwickshire.
Hume and Stitchell -	848	5	8 „	T. Tulley -	Hume, Kelso.
Hutton - -	1,077	5	17 Mar.	J. Thomline -	Hutton, Berwick.
Ladykirk - -	518	5	10 Apr.	Rev. W. Dobie -	The Manse, Ladykirk, Norham, Berwickshire.
Langton - -	548	5	10 Mar.	John Gow -	Gavinton, Dunse.
Lauder (including Burgh).	2,120	5	4 Apr.	T. Broomfield -	Lauder, Berwickshire.
Legerwood - -	525	5	10 „	Peter Nicol -	Legerwood, Earlston, Berwickshire.
Longformacus - -	452	5	5 „	J. Browne -	Longformacus, Dunse.
Mertoun - -	734	5	12 „	J. S. Shaw -	Mertoun, St. Boswells, Roxburghshire.
Mordington - -	402	5	4 June	T. Muir - -	Mordington, Berwick.
Nenthorn - -	434	5	5 Apr.	W. Winton -	Nenthorn, Kelso.
Polwarth - -	249	5	22 Mar.	J. Gorrie -	Polwarth, Dunse.
Swinton - -	996	5	29 „	Rev. W. Shearer	Swinton, Coldstream.
Westruther - -	784	5	11 Apr.	A. Thomson -	Westruther, Lauder, Berwickshire.
Whitsome - -	608	5	21 „	R. Lees -	Whitsome, Chirnside, Berwickshire.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
8. DUMFRIES.	74,842		1876.		
*Annan (including Burgh)	4,631	7	11 Apr.	J. Nicholson -	Annan.
			1873.		
Applegarth and Sibbaldbie.	902	5	12 Apr.	W. Brown -	Dinwoodie Lodge, by Lockerbie.
Brydekirk - -	731	5	15 Sept.†	J. Moffat -	Kirtlebridge, Ecclefechan.
Canonbie - -	3,055	7	14 Apr.	J. Watson -	Byreburn, Canonbie, Dumfriesshire.
Caerlaverock - -	1,151	5	4 „	J. Hunter -	Castlewood Cottage, Caerlaverock, Dumfries.
Closeburn - -	1,612	5	31 Mar.	T. M. Brown -	Closeburn, Mains, Thornhill.
Cummertrees - -	1,072	5	29 „	J. Irving -	Moor Cottage, Trailtrow, Cummertrees, Annan.
Dalton - - -	577	5	8 „	J. Wallace -	Dalton, Lockerbie.
Dornock - -	826	5	19 Apr.	D. Brown -	British Linen Company Bank, Annan.
Dryfesdale - -	2,825	7	28 „	J. Baird -	Lockerbie.
DUMFRIES (Burgh) -	11,223	9	15 Mar.	J. B. Dinwiddie	Dumfries.
Dumfries (Landward) -	3,618	7	29 „	J. H. McGowan	Dumfries.
Dunscore - -	1,504	5	8 Apr.	J. Laurie -	Dunscore, Dumfries.
Durrisdeer - -	1,189	5	8 „	J. R. Wilson -	Sanquhar, Dumfriesshire.
Eskdalemuir - -	551	5	17 „	J. Glendinning -	Over Cassock, Eskdalemuir, Langholm.
Ewes - - -	338	5	18 „	J. C. Lyall -	Ewes, Langholm.
Glencairn - -	1,749	5	17 Mar.	J. Thomson -	Moniaive, Thornhill.
Gretna or Graitney -	1,395	5	25 „	Francis Ker -	Gretna, Carlisle.
Halfmorton - -	611	5	18 „	J. Murphy -	Halfmorton, Canonbie, Dumfriesshire.
Hoddam - -	1,520	5	7 Apr.	T. Shankland -	Royal Bank, Ecclefechan.
Holywood - -	1,069	5	12 „	J. Corrie -	11, Castle Street, Dumfries.
Hutton and Corrie -	842	5	14 „	W. McClure -	Clydesdale Bank, Lockerbie.
Johnstone - -	1,089	5	14 „	W. Brown -	Dinwoodie Lodge, by Lockerbie.
Keir - - -	828	5	24 Mar.	W. Scott -	Keir Mill, Thornhill.
Kirkconnel - -	952	5	17 Apr.	J. Brown -	Sanquhar, Dumfriesshire.
Kirkmahoe - -	1,332	5	5 „	A. S. Dickson -	Kirkton, Kirkmahoe, Dumfries
Kirkmichael - -	903	5	19 „	T. B. Anderson	76, Irish Street, Dumfries.
Kirkpatrick Fleming -	1,529	5	7 „	T. Dunbar -	Bridge Place, Annan.
Kirkpatrick Juxta -	1,091	5	26 „	T. Tait - -	Moffat.
Langholm - -	3,735	7	27 Mar.	G. Maxwell -	Broomholm, Langholm.
Lochmaben (including Burgh).	3,085	7	28 „	T. E. Watson	National Bank, Lochmaben, Lockerbie.
Middlebie - -	2,000	5	25 „	C. Borthwick -	Waterbeck, Ecclefechan.
Moffat - - -	2,543	7	11 Apr.	T. Tait - -	Moffat.
Morton - -	2,099	5	10 „	J. R. Wilson -	Sanquhar, Dumfriesshire.
Mouswald - -	647	5	3 Mar.	Rev. J. Gillespie	The Manse, Mouswald, Dumfries.
Penpont - -	1,323	5	3 Apr.	W. Findlay -	Penpont, Thornhill.
Ruthwell - -	972	5	24 Mar.	Rev. J. McFarlan	The Manse, Ruthwell, Annan.
St. Mungo - -	658	5	12 Apr.	W. McClure -	Clydesdale Bank, Lockerbie.
Sanquhar (including Burgh).	3,038	7	14 „	J. Brown -	Sanquhar, Dumfriesshire.
Tinwald - -	993	5	22 Mar.	J. Caesar -	Delvin Cottage, Tinwald, Dumfries.

*	—	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.
	Annan (Burgh) -	3,177	7	11 Mar. 1873.
	Annan (Landward) -	1,454	5	14 Apr. „

† Date of nomination by Board of Education, no election having taken place. Date originally fixed, 3rd April.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Torthorwald - -	1,098	5	21 Mar.	J. Hamilton -	Torthorwald, Dumfries.
Tundergarth - -	510	5	31 „	W. McClure -	Clydesdale Bank, Lockerbie.
Tynron - -	381	5	8 Apr.	J. Laurie -	Tynron, Thornhill.
Wamphray - -	505	5	8 „	G. Rae -	Wamphray, Moffat.
Westerkirk - -	540	5	28 Mar.	J. Fairbairn -	Lyneholm, Langholm.
9. KIRKCUDBRIGHT.	42,087				
Anwoth - - -	827	5	12 Mar.	R. Hume -	Alderlee Cottage, Gatehouse, Kirkcudbrightshire.
Balmaclellan - -	861	5	27 „	R. McKay -	New Galloway, Kirkcudbrightshire.
Balmaghie - -	1,085	5	27 „	W. Milroy -	Kirkcudbright.
Bargrennan - -	428	5	5 May	G. McClymont -	Holm, Bargrennan, Newton Stewart.
Borgue - -	1,087	5	22 Mar.	J. Main, jun. -	Borgue, Kirkcudbright.
Buittle - -	1,026	5	3 „	W. Caird -	Woodhead, Palnackie, Dalbeattie.
Carsphairn - -	545	5	21 „	J. Hannah -	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,318	5	20 „	J. K. McLelland	The Schoolhouse, Colvend, Dalbeattie.
Corsock - -	563	5	19 Apr.	J. Hunter -	Corsock, Dalbeattie.
Crossmichael - -	1,492	5	8 Mar.	W. Gillespie -	Castle Douglas.
Dalry - - -	1,074	5	15 Apr.	Rev. A. Paterson	Dalry, Kirkcudbrightshire.
Girthon - -	1,586	5	13 Mar.	W. Cairns -	Gatehouse, Kirkcudbrightshire.
Irongray - -	815	5	5 Apr.	S. Adamson -	Terraughty, Dumfries.
Kells - - -	1,007	5	5 „	R. McKay -	New Galloway, Kirkcudbrightshire.
Kelton - -	3,222	7	11 Mar.	W. Hewat -	Castle Douglas.
Kirkbean - -	825	5	26 Apr.	J. Foulds -	Cavans, Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,346	9	8 Mar.	S. Cavan -	Kirkcudbright.
Kirkgunzeon -	661	5	22 „	R. Milligan -	The Schoolhouse, Kirkgunzeon, Kirkcudbrightshire.
Kirkmabreck - -	1,568	5	12 Apr.	A. Hannah -	Fulbar, Creetown, Kirkcudbrightshire.
Kirkpatrick-Durham -	1,218	5	29 Mar.	J. Bell - -	Kirkpatrick - Durham, Dalbeattie.
Lochrutton - -	656	5	12 Apr.	A. Dickson -	Cargen Bank, Lochrutton, Dumfries.
Minnigaff - -	1,329	5	14 May	R. Carson -	Newton Stewart.
New Abbey - -	931	5	15 Mar.	J. Henderson -	Dumfries.
Parton - -	526	5	1 Apr.	W. Gillespie -	Castle Douglas.
Rerrick - -	1,911	5	27 Mar.	A. McKie -	Corrahill, Rerrick, Kirkcudbright.
Terregles - -	547	5	12 Apr.	D. Barker -	Argyll Villa, Dumfries.
Tongland - -	908	5	22 Mar.	W. Nicholson -	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer - -	5,402	7	29 „	R. K. Walker -	Maxwelltown, Dumfries.
Twynholm - -	717	5	5 Apr.	J. Watson -	Twynholm, Kirkcudbrightshire.
Urr - - -	4,606	7	28 Feb.	J. Lowden -	Haughs of Urr, Dalbeattie.
10. WIGTOWN.	38,602				
Glasserton - -	1,196	5	15 May	R. Anderson -	Whithorn, Wigtownshire.
Inch - - -	2,189	7	29 Mar.	J. Dally -	13, Lewis Street, Stranraer.
Kirkcolm - -	1,748	5	27 „	Rev. W. Armstrong	Kirkcolm, Stranraer.
Kirkcowan - -	1,352	5	20 May	P. Gordon -	Kirkcowan, Wigtownshire.
Kirkinner - -	1,548	5	31 „	J. Christison -	Barglass, Kirkinner, Wigtownshire.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
WIGTOWN—*cont.*			1873.		
Kirkmaiden - -	2,507	7	5 Apr.	W. W. McDowall	National Bank of Scotland, Stranraer.
Leswalt - -	1,299	5	3 May	A. Aitken -	Stranraer.
Mochrum - -	2,450	5	28 „	C. M. Routledge	Port William, Wigtownshire.
New Luce - -	661	5	27 Mar.	R. McJannet -	Mains of Lairg, Newluce, Glenluce, Wigtownshire.
Old Luce or Glenluce -	2,449	7	27 „	J. Miller -	Glenluce, Wigtownshire.
Penninghame - -	3,712	7	4 Apr.	R. Carson -	Newton Stewart.
Portpatrick - -	1,442	5	22 Mar.	J. Taylor -	The Schoolhouse, Portpatrick, Wigtownshire.
Sheuchan - -	200	5	7 June	J. M. Adair -	North Strand Street, Stranraer.
Sorbie - - -	1,667	5	21 May	J. Fingland -	Garlieston, Wigtownshire.
Stoneykirk - -	2,993	7	4 Mar.	A. Todd -	Auchleach, Stranraer.
STRANRAER (Burgh) -	5,977	7	25 „	J. S. Carnochan	Princes Street, Stranraer.
Whithorn - -	2,906	7	20 May	P. Broadfoot -	Whithorn, Wigtownshire.
Wigtown - -	2,306	5	19 „	W. Hawthorn -	Wigtown.
11. AYR.	200,362				
Alloway - -	815	5	23 Mar.	D. Gray -	Alloway, Ayr.
Ardrossan - -	7,265	7	5 Apr.	J. Cook -	Town Clerk's Office, Ardrossan.
Auchinleck - -	6,174	7	14 Mar.	D. M. Kennedy -	Auchinleck, Cumnock.
AYR (Burgh) - -	17,954	9	10 May	W. Macrorie -	Ayr.
Ayr (Landward) -	761	5	30 Oct.*	C. G. Shaw -	County Buildings, Ayr.
Ballantrae - -	1,277	5	8 May	J. Wason -	Ballantrae, Girvan.
Barr - - -	672	5	12 Apr.	R. Boyd -	Kelton Villa, Barr, Girvan.
Beith - - -	6,233	7	11 „	A. Stewart -	Beith.
Colmonell - -	2,293	5	23 „	G. Rowan -	Ballochmorrie, Girvan.
Coylton - -	1,440	5	26 „	J. Smith -	Coylton, Ayr.
Craigie - -	618	5	17 May	A. McFarlane -	Craigie, Kilmarnock.
Crosshill - -	1,372	5	18 Apr.	J. Brown -	Ladyburn, Maybole.
Dailly - - -	1,932	5	22 Mar.	J. Brown -	Ladyburn, Maybole.
Dalmellington - -	6,165	7	26 „	A. Gavin -	Dunaskin, Ayrshire.
Dalry - - -	10,885	9	29 Apr.	A. Comrie -	Dalry, Ayrshire.
Dalrymple - -	1,412	5	3 „	W. Clark -	Dalrymple, Ayr.
Dreghorn - -	3,241	7	3 „	Ninian Auld -	Dreghorn, Ayrshire.
Dundonald - -	4,377	7	5 „	H. Mc G. Highet	Irvine.
Dunlop - -	1,160	5	18 Mar.	J. Stevenson -	Dunlop, Stewarton, Ayrshire.
Fenwick - -	1,318	5	25 „	J. Fulton -	Kirkton, Fenwick, Ayrshire.
Galston - -	6,331	7	22 „	J. Hendrie -	Union Bank, Galston, Kilmarnock.
GIRVAN (Town) -	3,863	7	18 Apr.	W. Forsyth -	Girvan.
Girvan (Landward) -	1,822	5	18 „	R. Lamb -	Royal Bank of Scotland, Girvan.
IRVINE (Burgh) -	6,886	7	27 Mar.	W. C. Wilson -	Irvine.
Irvine (Landward) -	1,576	5	14 Apr.	H. Mc G. Highet	Irvine.
Kilbirnie - -	4,953	7	29 Mar.	A. Hunter -	Kilbirnie, Ayrshire.
KILMARNOCK (Burgh) -	22,590	9	15 „	J. P. Stevenson -	Kilmarnock.
Kilmarnock (Landward)	1,482	7	21 „	J. P. Stevenson -	Kilmarnock.
Kilmaurs - -	3,449	7	10 Apr.	D. Carruthers -	Market Lane, Kilmarnock.
Kilwinning - -	7,375	7	10 „	A. Macrorie -	Kilwinning, Ayrshire.
Kirkmichael - -	1,125	5	17 „	W. Dunn -	Glastron, Dalrymple, Ayr.
Kirkoswald - -	1,623	5	19 „	A. Herron -	Corrieston, Kirkoswald, Maybole.
Largs - - -	3,541	7	20 Mar.	J. M. Hill -	17, Main Street, Largs, Greenock.
Loudoun - -	5,525	7	14 „	A. Cameron -	Newmilns, Kilmarnock.
Mauchline - -	2,435	5	15 „	W. Wallace -	Commercial Bank, Mauchline.
Maybole (combined District).	5,522	7	5 & 12 Apr.	R. Allan, jun. -	Union Bank, Maybole.

* Date of nomination by Board of Education, no election having taken place. No date fixed.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Monkton and Prestwick	1,744	5	19 Apr.	W. Beaton -	Prestwick, Ayrshire.
Muirkirk - -	3,253	7	29 Mar.	T. Highet -	Main Street, Muirkirk, Lanark.
New Cumnock -	3,434	7	22 „	A. Moodie -	Pathhead, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	—	—
Ochiltree - -	1,656	5	29 Mar.	A. Smith -	Ochiltree, Cumnock.
Old Cumnock - -	4,041	7	27 „	A. Brakenridge -	Church Square, Cumnock.
Riccarton - -	5,845	7	29 „	D. Broadfoot -	10, Portland Street, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr, Landward).	1,363	5	10 May	J. Anderson -	Mounthamilton, Ayr.
Sorn - - -	4,032	7	5 Apr.	R. B. Conner -	Catrine, Mauchline.
Stair - - -	734	5	3 „	J. Robertson -	Stair, Coylton, Ayr.
Stevenston - -	5,019	7	12 „	J. Dickie -	Stevenston, Ayrshire.
Stewarton - -	4,478	7	2 „	J. Love -	Stewarton Ayrshire.
Straiton - -	1,443	5	29 Mar.	H. McFadzean -	Straiton, Maybole.
Symington - -	792	5	28 „	W. Wakelin -	Symington, Kilmarnock.
Tarbolton - -	3,219	7	14 Apr.	J. Dunlop -	1, Cunningham Street, Tarbolton, Ayrshire.
West Kilbride - -	1,847	5	2 „	R. Dunn -	West Kilbride, Greenock.
12. RENFREW.	195,754				
Abbey, Paisley (Landward).	11,988	9	9 May	A. Millar, jun. -	8, Gilmour Street, Paisley.
Cathcart - -	7,134	7	12 Apr.	W. B. Crawford	104, West Regent Street, Glasgow.
Eaglesham - -	1,714	5	25 Mar.	Rev. W. Steedman.	Eaglesham, Glasgow.
Eastwood - -	12,966	9	28 Feb.	J. Guy - -	120, West Regent Street, Glasgow.
Erskine - -	1,565	5	1 Mar.	Campbell and Russell.	7, High Street, Paisley.
Gourock - -	3,291	7	20 „	M. F. Dunlop -	2, Church Place, Greenock.
GREENOCK (Burgh) -	57,821	11	5 Apr.	G. Williamson -	2, Bank Street, Greenock.
Greenock, East Parish (Landward), (including Port Glasgow, Landward).	732	5	9 May	J. Innes Macdougall.	Mansion House, Greenock.
Greenock, West Parish (Landward).	264	5	8 „	J. Innes Macdougall.	Mansion House, Greenock.
Houston and Killellan -	2,167	5	22 Mar.	J. Y. King -	64, Regent Street, Glasgow.
Inchinnan - -	584	5	12 Apr.	W. J. Easton -	150, Regent Street, Glasgow.
Inverkip - -	937	5	31 Mar.	M. F. Dunlop -	2, Church Place, Greenock.
Kilbarchan - -	6,093	7	5 Apr.	J. Millar -	Clydesdale Bank, Kilbarchan, Johnstone.
Kilmalcolm - -	1,716	5	5 „	W. Holmes -	Johnstone, Paisley.
Levern - -	2,413	5	29 Mar.	J. Steel -	Hunlet, Glasgow.
Lochwinnoch - -	3,816	7	26 Apr.	W. Logan -	Lochwinnoch, Renfrewshire.
Mearns - -	3,543	7	24 Mar.	A. Petrie -	Mearnskirk, Newton Mearns, Glasgow.
Neilston - -	11,136	9	3 May	Joseph Watson	Bank of Scotland, Barrhead, Glasgow.
PAISLEY (Burgh) -	48,257	9	23 Apr.	T. McRobert -	County Buildings, Paisley.
PORT GLASGOW (Burgh)	10,823	9	25 Mar.	A. Lade -	Port Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	—	—

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*			1873.		
RENFREW (Burgh) -	5,005	7	12 Apr.	T. Mackenzie -	70, Fulbar Street, Renfrew, Paisley.
Renfrew (Landward) -	903	5	10 May	T. Mackenzie -	70, Fulbar Street, Renfrew, Paisley.
Skelmorlie - -	886	5	28 Mar.	Rev. J. M. Boyd	Bellevue Manse, Wemyss Bay, Renfrewshire.
13. BUTE.	16,966				
Cumbrae - -	1,613	5	5 Apr.	J. Ross - -	20, Stuart Street, Millport, Greenock.
Kilbride - -	2,380	5	18 Mar.	J. H. Fullarton	Brodick, Isle of Arran.
Kilmory - -	2,879	7	25 „	P. McKenzie -	Tormore, Brodick, Isle of Arran.
Kingarth - -	901	5	4 Apr.	J. T. Wilson -	Town Clerk's Office, Rothesay.
North Bute and Rothesay (Landward) united, §17.	1,393	5	19 „	J. R. Thomson -	41, High Street, Rothesay.
ROTHESAY (Burgh) -	7,800	7	27 Mar.	J. T. Wilson -	Town Clerk's Office, Rothesay.
14. ARGYLL.	79,661				
1. *North Argyll.*	52,682				
MAINLAND.	42,681				
Acharacle - -	1,237	7	25 June	W. Ralston -	Ardshealach, Strontian, Fort William.
Ardchattan and Muckairn.	1,792	5	8 May	A. M. Sinclair -	Taynuilt, Argyllshire.
Ardnamurchan -	2,293	7	18 June	W. Ralston -	Ardshealach, Strontian, Fort William.
Craignish - -	481	5	19 Apr.	Rev. N. McMichael	The Manse, Craignish, Lochgilphead.
Cumlodden - -	826	5	29 July	G. Ferguson -	Pennymore, Furnace, Argyllshire.
Dunoon and Kilmun -	6,871	9	12 Apr.	J. M. Thomson	70, Bell Street, Glasgow.
Glassary - -	1,535	5	15 Mar.	D. MacLachlan	Lochgilphead.
Glenaray (including Burgh of Inveraray).	1,503	5	26 „	A. Henderson -	Inveraray.
Glenorchy and Inishail	1,054	7	13 May	A. M. Sinclair -	Taynuilt, Argyllshire.
Inverary (Burgh), united to Glenaray.	—	—	—	—	—
Inverchaolain - -	443	5	18 Apr.	D. Macdonald -	Inverchaolain, Innellan, Greenock
Kilbrandon and Kilchattan.	1,930	5	8 May	A. Cowan -	Easdale, Oban.
Kilchrenan and Dalavich	484	5	18 Apr.	Duncan M'Culloch	Auchachenna, Kilchrenan, Cladich, Argyllshire.
Kilfinan - -	2,228	5	12 Mar.	Rev. W. M. Metcalfe	Tigh-na-bruaich, Greenock.
Kilmallie - -	4,066	7	9 Apr.	D. McLeish -	Fort William.
Kilmartin - -	869	5	21 Mar.	J. McKinnell -	Kilmartin, Lochgilphead.
Kilmodan - -	358	5	28 „	J. MacInnes -	Glendaruel, Greenock.
Kilmore and Kilbride (exclusive of Burgh of Oban).	976	5	6 May	J. S. McCaig -	John Square, Oban.
Kilninver and Kilmelford.	759	5	5 „	Rev. D. McGillivray.	Kilmelford, Lochgilphead.
Lismore and Appin -	3,535	7	9 „	D. Macintyre -	Barbreck, Kilchrenan, Cladich, Argyllshire.
Lochgilphead - -	3,680	7	11 Mar.	A. Mac Ewan -	Lochgilphead.
Lochgoilhead and Kilmorich.	766	5	23 Apr.	J. Brodie -	Kilmorich, Cairndow, St. Catherines, Argyllshire.
Morvern - -	899	5	8 „	H. A. Fraser -	Kinlochaline, Fort William.
OBAN (Burgh) - -	2,426	5	14 Mar.	R. Lawrence -	Oban.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Stralachlan & Strachur	867	5	15 Sept.*	A. Weir -	Ardendarroch Cottage, Strachur, St. Catharines, Argyllshire.
Strontian - -	803	5	18 July	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
INSULAR	10,001				
Coll - - -	723	5	17 Apr.	A. McGregor -	Acha, Coll, Oban.
Kilfinichen and Kilvickeon.	2,448	5	12 May	A. McGregor -	Acha, Coll, Oban.
Kilninian and Kilmore	2,533	7	8 Apr.	Angus Cameron	Tobermory, Oban.
Salen - - -	605	5	2 July	J. McLachlan -	Tobermory, Oban.
Torosay - -	855	5	13 May	D. Currie -	Post Office, Lochbuy, Oban.
Tyree - - -	2,837	7	28 Mar.	A. McLean -	Scarinish, Tyree, Oban.
2. *South Argyll.*	26,979				
MAINLAND.	17,025				
CAMPBELTOWN (Burgh)	6,688	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	1,892	5	4 Apr.	D. Ferguson -	Chamberlain's Office, Campbeltown.
Kilcalmonell and Kilberry.	1,169	5	15 July	A. McDougall -	Tarbert, Greenock.
Killean and Kilchenzie	1,614	5	8 Apr.	C. Mackinven -	Gallowhill, Campbeltown.
North Knapdale -	1,059	5	2 May	Rev. L. Maclean	Manse of North Knapdale, Lochgilphead.
Saddell and Skipness -	1,145	5	14 „	J. McFarlane -	Carradale, Argyllshire.
Southend - -	1,044	5	8 Apr.	D. Ferguson -	Chamberlain's Office, Campbeltown.
South Knapdale -	548	5	25 „	D. MacLachlan -	Lochgilphead.
Tarbert - -	1,866	5	8 July	A. Macdougall -	Tarbert, Greenock.
INSULAR.	9,954				
Colonsay and Oronsay -	456	5	15 Sept.†	Neil Macmillan	Scalsaig, Colonsay, Greenock.
Gigha and Cara -	390	5	3 Apr.	J. McNeill -	Gigha, Greenock.
Jura - - -	952	5	25 Mar.	D. Taylor -	Small Isles, Jura, Greenock.
Kilchoman - -	2,861	7	2 Apr.	J. McTaggart -	Carn Cottage, Bridgend, Greenock.
Kildalton - -	2,283	5	26 „	L. McCuaig -	Port Ellen, Greenock.
Killarrow and Kilmeny	3,012	7	26 Mar.	P. Chisholm -	Bowmore, Greenock.
15. STIRLING.	93,789				
Airth - - -	1,396	5	21 Apr.	A. Campbell -	Dunmore, Stirling.
Alva - - -	4,296	7	5 „	W. Hunter -	Union Bank, Alva, Stirlingshire.
Baldernock - -	616	5	5 „	T. McEwen -	Baldernock, Torrance, Glasgow.
Balfron - -	1,502	5	8 Mar.	J. Henry -	Balfron, Glasgow.
Bothkennar - -	1,726	5	9 Apr.	A. Ferguson -	Bothkennar, Falkirk.
Buchanan - -	591	5	20 „	W. Macfarlane -	Balmaka, Buchanan, Glasgow.
Campsie - -	6,739	7	10 „	M. Baird -	Lennoxtown, Glasgow.
Denny - -	4,993	7	7 „	A. Stark -	Denny.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th May.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed, 25th April.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
STIRLING—*cont.*			1873.		
Drymen - -	1,405	5	22 Mar.	J. Campbell -	Royal Bank, Drymen, Glasgow.
Dunipace - -	1,733	5	3 May	R. Tennent -	Dunipace, Denny.
FALKIRK (Burgh) -	9,547	7	29 Mar.	R. Henderson -	Dorrator House, Falkirk.
Falkirk (Landward) -	5,952	7	12 Apr.	R. Henderson -	Dorrator House, Falkirk.
Fintry - - -	499	5	19 Mar.	G. May -	Fintry, Glasgow.
Gargunnock - -	675	5	18 „	J. Paterson -	Gargunnock, Stirling.
Grangemouth (School District, § 17, parts of Falkirk, Bothkennar, and Polmont).	2,569	7	21 June	R. Stirling -	Grangemouth.
Killearn - -	1,111	5	29 Mar.	J. Henry -	Balfron, Glasgow.
KILSYTH (Town) -	4,895	7	7 Apr.	J. Cullen -	Parkfoot, Kilsyth, Glasgow.
Kilsyth (Landward) -	1,418	5	2 May	F. Stoddart -	150, St. Vincent Street, Glasgow.
Kippen - -	1,568	5	29 Mar.	George Motion -	Claymires, Bucklyvie, Stirling.
Larbert - -	5,280	7	19 Apr.	P. Webster -	Burnhead, Larbert, Stirlingshire.
Lecropt - -	535	5	24 Mar.	J. Wilson -	Lecropt, Bridge of Allan.
Muiravonside - -	2,653	7	29 „	W. Ballantine, jun.	Muiravonside Schoolhouse, Linlithgow.
Polmont - -	3,848	7	26 „	A. Allan -	The Cross, Falkirk.
St. Ninians - -	7,570	7	29 „	J. L. Philp -	Stirling.
Slamannan - -	4,847	7	10 „	A. Allan -	The Cross, Falkirk.
STIRLING (Burgh) -	14,505	9	8 „	R. MacLuckie -	4, Wolf Craig, Stirling.
Stirling (Landward) -	85	5	30 Oct.*	R. MacLuckie -	4, Wolf Craig, Stirling.
Strathblane - -	1,235	5	25 Apr.	J. J. McEwan -	Strathblane, Glasgow.
16. DUMBARTON.	61,207				
Arrochar - -	525	5	8 May	J. G. Maclean -	Craggan, Arrochar, Dumbartonshire.
Bonhill - -	9,408	7	12 Apr.	J. McMurray -	6, Middleton Loan, Alexandria, Dumbartonshire.
Cardross - -	4,405	7	19 „	A. Bayne -	Back Street, Renton, Dumbartonshire.
Cumbernauld - -	3,693	7	19 „	J. Longwill -	Royal Bank, Cumbernauld, Glasgow.
DUMBARTON (Burgh) -	11,423	9	8 Mar.	A. Allan -	Dumbarton.
Dumbarton (Landward)	185	5	10 Oct.*	W. Babtie -	County Buildings, Dumbarton.
Kilmaronock - -	978	5	29 Mar.	J. Lang -	Kilmaronock, by Alexandria, Dumbartonshire.
KIRKINTILLOCH (Town)	6,139	7	8 Apr.	J. Hutcheson -	89, West Regent Street, Glasgow.
Kirkintilloch (Landward).	2,118	5	4 „	J. Hutcheson -	89, West Regent Street, Glasgow.
Luss - - -	730	5	9 May	J. G. Maclean -	Craggan, Arrochar, Dumbartonshire.
New or East Kilpatrick	6,038	7	10 Mar.	J. Cranmer -	Craigmaddie Place, Milngavie, Glasgow.
Old or West Kilpatrick	5,346	7	5 Apr.	G. Smith -	Union Bank of Scotland, Partick, Glasgow.
Roseneath - -	1,780	5	28 Feb.	A. McNeilage -	Kilcreggan, Greenock.
Row - - -	8,439	7	11 Apr.	G. Maclachlan -	Helensburgh.
17. PERTH.	128,493				
Aberdalgie - -	342	5	6 Apr.	D. K. Steuart -	Aberdalgie House, Perth.
Aberfoyle - -	377	5	15 „	J. C. Cram -	Aberfoyle, Stirling.
Abernethy - -	1,744	5	19 Mar.	J. Bennett -	Abernethy, Newburgh, Fife.
Abernyte - -	253	5	15 Apr.	C. G. Playfair -	Whitehills, Inchture, Perthshire.
Alyth (including Town)	3,151	7	28 „	J. S. Fleming -	Alyth, Perthshire.
Amulree - -	587	5	27 Mar.	A. M. Crevar -	Amulree, Dunkeld.

* Date of nomination by Board of Education, no election having taken place. No date fixed.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Ardoch - -	1,316	5	17 Apr.	W. Thomson -	County Buildings, Dunblane.
Auchterarder (including Town).	3,795	7	10 „	A. G. Reid -	Auchterarder.
Auchtergaven - -	2,141	5	8 „	J. Butter -	E. N. Bleloch, Bankfoot, Perth.
Balquhidder - -	882	5	24 „	W. Munro -	Strathyre, Stirling.
Bendochy - -	474	5	29 Mar.	W. T. Anderson	Bendochy, Coupar Angus.
Blackford - -	1,836	5	5 Apr.	A. G. Reid -	Auchterarder.
Blair Athol - -	1,718	5	9 „	A Stewart -	Blair Athol.
Blairgowrie (including Town).	4,832	7	15 Mar.	R. Robertson -	Blairgowrie.
Blairingone - -	469	5	12 Apr.	D. P. Oswald -	Station Road, Dollar, Clackmannanshire.
Callander - -	1,668	5	25 Mar.	W. McMichael -	Callander, Perthshire.
Caputh - -	2,074	5	10 Apr.	R. Miller -	Spittalfield, Dunkeld.
Cargill - -	1,411	5	25 Mar.	H. Hopkirk -	Woodside, Coupar Angus.
Clunie - - -	603	5	28 Apr.	R. McLeish -	Clunie, Blairgowrie.
Collace - -	456	5	24 Mar.	A. Ritchie -	Whitefield, Guildtown, Perth.
Comrie - -	1,848	5	16 Apr.	P. Brough -	Comrie, Crieff.
Crieff (including Town)	4,612	7	1 May	A. Graham -	Crieff.
Culross (including Burgh).	1,354	5	17 Apr.	J. K. Penney -	Culross, Alloa.
Dron - - -	343	5	15 Mar.	J. Munro -	Dron, Bridge of Earn.
Dull - - -	2,254	5	14 Apr.	C. W. L. Forbes	Aberfeldy.
Dunbarney - -	913	5	22 Mar.	P. Fordyce -	Bridge of Earn.
Dunblane - - -	2,765	7	21 „	W. Thomson -	County Buildings, Dunblane.
Dunkeld and Dowally -	839	5	7 Apr.	D. Macara -	Dowally, Ballinluig, Perthshire.
Dunning - -	1,832	5	26 Mar.	M. H. Lawson -	Union Bank, Dunning, Perth.
Errol - - -	2,504	7	6 „	T. R. Kinmont -	Errol, Perthshire.
Findo Gask - -	369	5	12 Apr.	H. Robertson -	Findo Gask, Auchterarder.
Forgandenny - -	632	5	29 Mar.	J. McCurrach -	Forgandenny, Bridge of Earn.
Forteviot - -	567	5	5 Apr.	J. B. Stephenson	Forteviot, Perth.
Fortingall - -	700	5	27 Mar.	P. Haggart -	Keltneyburn, Fortingall, Aberfeldy.
Fowlis Easter - -	300	5	3 May	G. Colston -	Fowlis Easter, Dundee.
Fowlis Wester - -	829	5	18 Mar.	A. Graham -	Crieff.
Gartmore - -	353	5	5 Apr.	W. A. MacLachlan.	Auchentroig, Gartmore, Stirling.
Glendevon - -	105	5	26 „	G. Martin -	The Schoolhouse, Glendevon, Dollar, Clackmannanshire.
Inchture - -	659	5	8 Mar.	W. Duncan -	Inchture, Perthshire.
Innerwick (Glenlyon)	393	5	14 „	P. Gorrie -	Bridge of Balgie, Glenlyon, Aberfeldy.
Kenmore - -	1,549	5	17 Apr.	J. Holmes -	Kenmore, Aberfeldy.
Killin - - -	1,856	5	16 „	A. Macnaughton	Bank of Scotland, Killin, Stirling.
Kilmadock - -	3,170	7	28 Mar.	J. A. McLean -	Doune, Perthshire.
Kilspindie - -	679	5	17 „	Mackenzie and Dickson.	Perth.
Kincardine - -	1,484	5	12 Apr.	A. Sands -	Thornhill, Stirling.
Kinclaven - -	607	5	8 „	W. Anderson -	Ballathie, Stanley, Perthshire.
Kinfauns - -	578	5	5 Mar.	Mackenzie and Dickson.	Perth.
Kinloch Rannoch -	921	5	28 Apr.	J. Campbell -	Kinloch Rannoch, Pitlochry.
Kinnaird - -	299	5	19 Mar.	Mackenzie and Dickson.	Perth.
Kinnoull - -	1,296	5	29 Mar.	G. Allan -	Tay Street, Perth.
Kirkmichael - -	898	5	26 Apr.	J. Mackenzie -	Kirkmichael, Blairgowrie.
Lethendy and Kinloch -	430	5	19 „	J. Arnott -	Kinloch, Blairgowrie.
Little Dunkeld -	2,156	5	20 Mar.	J. A. Harris -	Inchewan, Birnam, Perthshire.
Logie (excluding Stirling).	4,553	7	15 „	T. Cumming -	Causewayhead, Stirling.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Logiealmond - -	646	5	27 Mar.	John Menzies -	Drummond Park, Redgorton, Perth.
Logierait - -	2,255	5	5 May	C. W. L. Forbes	Aberfeldy.
Longforgan - -	1,753	5	26 Mar.	T. R. Kinmont -	Errol, Perthshire.
Madderty - -	523	5	26 „	A. Graham -	Crieff.
Meigle - -	1,003	5	5 Apr.	G. H. Macmillan	Commercial Bank of Scotland, Meigle.
Methven - -	2,278	5	4 Mar.	D. Martin -	Methven, Perth.
Moneydie - -	244	5	17 „	A. I. Stewart -	The Schoolhouse, Moneydie, Perth.
Monzie - -	287	5	3 Apr.	J. Russell -	Monzie, Crieff.
Monzievaird and Strowan	602	5	5 „	P. McRostie -	Monzievaird, Crieff.
Moulin - -	1,561	5	26 „	J. Mitchell -	Pitlochry.
Muckart - -	612	5	29 Mar.	H. Sinclair -	Muckart, Dollar, Clackmannanshire.
Muthill - -	1,978	5	5 Apr.	P. Edington -	Thornhill, Muthill, Perthshire.
Persie - - -	820	5	5 „	J. B. Miller -	Blairgowrie.
PERTH (Burgh) -	24,711	9	5 „	R. Martin -	Tay Street, Perth.
Perth, East Parish (Landward).	1,026	5	21 May	J. Y. Fairweather	Perth.
Port of Monteith -	875	5	5 Apr.	S. Veitch -	Port of Monteith, Stirling.
Rattray - -	2,586	7	12 „	J. B. Miller -	Blairgowrie.
Redgorton - -	1,401	5	5 „	J. Menzies -	Drummond Park, Redgorton, Perth.
Rhynd - - -	327	5	29 Mar.	W. Crawford -	British Linen Bank House, Perth.
St. Madoes - -	290	5	10 „	T. R. Kinmont -	Errol, Perthshire.
St. Martins - -	735	5	5 Apr.	D. Bruce -	St. Martins, Perth.
Scone - - -	2,185	5	5 „	J. Mackay -	New-Scone, Perth.
Tenandry - -	530	5	29 „	R. Fairbairn -	Tenandry, Blair Athol.
Tibbermore - -	1,200	5	15 „	A. B. Sandeman	Huntingtowerfield, Perth.
Trinity Gask - -	415	5	23 „	Rev. G. W. Kemp	The Manse, Trinity Gask, Auchterarder.
Trossachs - -	272	5	29 Mar.	J. Scott -	Trossachs, Callander, Perthshire.
Tulliallan - -	2,184	5	10 Apr.	A. C. Stephen -	Kincardine, Alloa.
Weem - - -	418	5	24 „	D. Cowan -	Weem, Aberfeldy.
18. KINROSS.	7,541				
Cleish - - -	539	5	11 Apr.	J. Saunders -	Cleish, Kinross.
Fossoway and Tulliebole	1,084	5	1 „	J. Mitchell -	Aldie, Kinross.
Kinross - -	2,477	5	18 Mar.	J. Honeyman -	Kinross.
Orwell - -	2,248	5	28 „	F. Ewing -	Milnathort, Kinross-shire.
Portmoak - -	1,193	5	19 Apr.	Rev. A. Duncan	Balgedie Manse, Kinross.
19. CLACKMANNAN.	22,143				
ALLOA (Town) -	7,511	7	14 Mar.	J. Wallace -	25, Mar Street, Alloa.
Alloa (Landward) -	2,429	5	5 Apr.	J. G. Wallace -	28, High Street, Alloa.
Clackmannan - -	4,561	7	25 Mar.	R. Buchanan -	Mar Street, Alloa.
Dollar - - -	2,524	7	17 „	J. F. Bowie -	Dollar, Clackmannanshire.
Tillicoultry - -	5,118	7	27 „	A. Walker -	13, Stirling Street, Tillicoultry, Clackmannanshire.
20. FIFE.	160,924				
Abbotshall (added to Kirkcaldy, § 17).	—	—	—	—	—
Abdie - - -	1,057	5	15 Mar.	J. Cameron -	Grange of Lindores, Newburgh, Fife.
Aberdour - -	1,697	5	18 Apr.	J. Pringle -	The Schoolhouse, Aberdour, Burntisland.
Anstruther Easter -	1,169	5	8 Apr.	H. B. Mackintosh	Anstruther.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Anstruther Wester -	545	5	17 Mar.	D. Cook -	Anstruther.
Arngask - -	565	5	17 Apr.	J. Wilson -	The Schoolhouse, Arngask, Milnathort, Kinross-shire.
Auchterderran - -	1,623	5	28 Mar.	A. Rankine -	Auchterderran, Lochgelly, Fife.
Auchtermuchty -	2,958	7	15 Apr.	A. Walker -	Auchtermuchty, Fife.
Auchtertool - -	529	5	21 „	D. Millar -	Auchtertool, Kirkcaldy.
Ballingry - -	395	5	12 „	W. B. Constable, jun.	Benarty, Kinross.
Balmerino - -	717	5	24 Mar.	W. Ballingall -	Gauldry, Newport, Dundee.
Beath - - -	3,534	7	7 Apr.	J. Ross - -	Dunfermline.
BURNTISLAND (Burgh)	3,422	7	29 Mar.	T. A. Wallace -	Burntisland.
Burntisland (Landward)	450	5	15 Apr.	T. A. Wallace -	Burntisland.
Cameron - -	886	5	4 „	J. Robertson -	Cameron, St. Andrews.
Carnbee - -	1,024	5	17 May	J. Guthrie -	Anstruther.
Carnock - -	1,764	5	19 Apr.	W. Bald -	National Bank, Dunfermline.
Ceres - - -	2,381	5	5 „	W. Yool -	Ceres, Cupar—Fife.
Collessie - -	1,703	5	26 „	G. W. Officer -	Giffordtown, Ladybank.
Crail - - -	1,864	5	29 Mar.	W. T. Jamieson	Anstruther.
Creich - - -	387	5	17 „	G. J. Leslie -	Luthrie, Cupar—Fife.
Cults - - -	715	5	2 Apr.	J. Melville -	Pitlessie, Ladybank.
CUPAR (Burgh) -	5,105	7	21 Mar.	W. A. Taylor -	Cupar—Fife.
Cupar (Landward) -	951	5	8 Apr.	W. D. Patrick -	County Buildings, Cupar—Fife.
Dairsie - -	687	5	19 „	J. Beveridge -	The Schoolhouse, Dairsie, Cupar—Fife.
Dalgety - -	1,310	5	10 Mar.	J. Cunningham	Dalgety Schoolhouse, Hillend, Inverkeithing, Fife.
Dunbog - -	395	5	22 „	J. Ballingall -	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	14,963	9	20 „	D. Gorrie -	Dunfermline.
Dunfermline (Landward)	8,350	7	1 May	J. McFarlane -	County Buildings, Dunfermline.
Dunino - -	325	5	10 Apr.	T. Simpson -	Dunino, St. Andrews.
DYSART (Burgh) -	8,954	7	7 „	J. Arnot -	Loughborough Road, Sinclairtown, Kirkcaldy.
Dysart (Landward) -	728	5	21 „	W. M. Dow -	Kirkcaldy.
Elie - - -	775	5	18 „	W. R. Ketchen -	Elie, Fife.
Falkland - -	3,069	7	10 „	C. Gulland, jun.	Falkland, Ladybank.
Ferry-port-on-Craig -	2,674	7	15 Mar.	D. White -	Craigmount, Ferry-port-on-Craig, Fife.
Flisk - - -	212	5	22 „	A. Henderson -	Flisk, Cupar—Fife.
Forgan - -	2,243	5	12 Apr.	J. J. Johnstone	16, Bank Street, Dundee.
Inverkeithing - -	3,074	7	18 „	H. Grigor -	Inverkeithing, Fife.
Kemback - -	1,056	5	29 Mar.	P. Keiller -	Milton of Blebo, Cupar—Fife.
Kennoway - -	1,703	5	22 „	H. Normand -	Kennoway, Windygates, Fife.
Kettle - - -	2,323	7	21 „	A. Angus -	Kettle, Ladybank.
Kilconquhar - -	1,482	7	5 Apr.	C. G. Dawson -	Commercial Bank, Colinsburgh, Fife.
Kilmany - -	651	5	24 Mar.	J. Millar -	Dams of Mountquhanie, Cupar—Fife.
Kilrenny - -	3,015	7	19 Apr.	W. T. Jamieson	Anstruther.
Kinghorn (including Burgh).	2,602	7	12 „	J. Wyllie -	Kinghorn, Fife.
Kinglassie - -	1,082	5	17 Mar.	J. Browne -	Kinglassie, Kirkcaldy.
Kingsbarns - -	922	5	22 „	R. Mackenzie -	The Schoolhouse, Kingsbarns, Crail, Fife.
KIRKCALDY (Burgh) -	12,431	9	3 Apr.	A. Beveridge -	Kirkcaldy.
Kirkcaldy (Landward) and Abbotshall.	1,078	5	20 May	W. R. Spears -	Kirkcaldy.
Largo - - -	2,100	5	26 Apr.	R. Black -	Baldastard Mains, Largo, Fife.
Largoward - -	1,090	5	24 May	C. G. Dawson -	Commercial Bank, Colinsburgh, Fife.
Leslie - - -	4,294	7	8 Mar.	H. M. Hewison -	Union Bank, Leslie, Fife.
Leuchars - -	1,727	5	12 Apr.	John Jamieson -	26, Crossgate, Cupar—Fife.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Lochgelly - -	2,981	7	14 Apr.	J. Small -	Main Street, Lochgelly, Fife.
Logie - - -	402	5	5 „	W. S. Lyall -	Logie, Cupar—Fife.
Markinch - -	5,413	7	15 Mar.	W. Marshall -	Markinch.
Monimail - -	918	5	26 Apr.	W. A. Taylor -	Cupar—Fife.
Moonzie - -	154	5	28 Mar.	R. Morrison -	Moonzie, Cupar—Fife.
Newburgh - -	2,529	7	27 „	J. W. Wood -	Newburgh, Fife.
Newburn - -	362	5	21 Apr.	F. R. Lumsden -	Newburn, Largo, Fife.
Pittenweem - -	1,803	5	25 Mar.	J. Balsillie -	Pittenweem, Fife.
ST. ANDREWS (Burgh)	6,320	7	29 „	J. Bain - -	St. Andrews.
St. Andrews (Landward) and St. Leonards.	2,272	5	14 Apr.	Stuart Grace -	St. Andrews.
St. Monance - -	1,761	5	17 May	D. Cook -	Anstruther.
Saline - - -	1,367	5	29 Mar.	J. Ross - -	Dunfermline.
Scoonie - -	3,178	7	22 „	D. Nicoll, jun. -	Leven.
Springfield - -	1,098	5	26 Apr.	J. Forbes -	The Schoolhouse, Springfield, Cupar—Fife.
Strathmiglo - -	2,267	5	12 „	J. Wishart -	Cash Feus, Strathmiglo, Fife.
Torryburn - -	943	5	26 „	A. Mackay -	Torryburn, Dunfermline.
Wemyss - -	6,400	7	15 Mar.	W. B. Burnett -	East Wemyss, Dysart, Fife.
21. LINLITHGOW.	41,394				
Abercorn - -	933	5	5 June	P. M. Playfair -	Abercorn Mause, So. Queensferry, Edinburgh.
BATHGATE (Town) -	4,991	7	12 Apr.	J. Gardner -	Bathgate.
Bathgate (Landward) -	5,138	7	1 „	C. Allan -	Bathgate.
Borrowstounness -	4,986	7	18 Mar.	R. J. Jamieson	Town Clerk's Office, Bo'ness, Linlithgowshire.
Carriden - -	1,799	5	5 Apr.	D. Tweedie -	Grange, Bo'ness, Linlithgowshire.
Dalmeny (including Burgh of Queensferry).	2,437	7	22 Mar.	Rev. D. Williamson.	Queensferry, Edinburgh.
Ecclesmachan - -	329	5	20 „	J. Cunningham	Ecclesmachan, Linlithgow.
Kirkliston - -	2,187	7	6 June	T. Scott -	Priest Mill, Kirkliston, Linlithgowshire.
LINLITHGOW (Burgh) -	3,690	7	12 Apr.	R. Aitken -	Linlithgow.
Linlithgow (Landward)	1,864	5	18 „	J. Mackie -	Linlithgow.
Livingstone - -	1,727	5	4 „	J. Linn - -	Livingstone, Mid Calder.
Queensferry (Burgh), united to Dalmeny.	—	—	—	—	—
Torphichen - -	1,630	5	15 Apr.	W. Bruce -	Torphichen, Bathgate.
Uphall - -	2,772	7	29 Mar.	T. Hislop -	Broxburn, Linlithgowshire.
Whitburn - -	6,911	7	22 „	A. W. Bennett -	Commercial Bank of Scotland, Whitburn, Linlithgowshire.
22. FORFAR.	240,040				
Aberlemno - -	1,007	5	24 Mar.	Rev. J. D. Fisher	Aberlemno, Forfar.
Airlie - - -	778	5	3 Apr.	J. Davidson -	Kirriemuir.
Arbirlot - -	919	5	14 „	W. K. Macdonald	Town Clerk's Office, Arbroath.
ARBROATH (Burgh) -	20,135	9	28 Mar.	W. Alexander -	62, High Street, Arbroath.
Arbroath (Landward, united to St. Vigeans).	—	—	—	—	—
Auchterhouse - -	721	5	19 Apr.	T. Honeyman -	Belmont Estate, Newtyle, Coupar Angus.
Barry - - -	3,008	7	12 „	J. M. Nicoll -	Panmure Works, Carnoustie Forfarshire.
BRECHIN (Burgh) -	7,959	7	22 Mar.	J. Craig - -	Swan Street, Brechin.
Brechin (Landward) -	1,555	5	7 Apr.	J. Will -	16, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	5,707	7	21 Mar.	D. S. Littlejohn	Police Chambers, Broughty Ferry, Dundee.
Careston - -	209	5	9 May	J. Craig -	Swan Street, Brechin.
Carmyllie - -	1,309	5	16 Apr.	J. Taylor -	The Schoolhouse, Carmyllie, Arbroath.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Cortachy and Clova -	554	5	29 Mar.	J. Edwards -	Bearfauld, Cortachy, Kirriemuir.
Coupar Angus - -	2,797	7	29 ,,	T. Lowson -	Coupar Angus.
Craig - - -	2,402	7	5 Apr.	D. C. Wills -	Montrose.
Dun - - -	565	5	29 Mar.	R. Spalding -	Dun, Montrose.
DUNDEE (Burgh) -	119,141	15	19 ,,	T. Thornton -	Dundee.
Dundee (Landward) -	803	5	28 ,,	J. Shiell -	5, Bank Street, Dundee.
Dunnichen - -	1,536	5	5 Apr.	D. Young -	Gardyne Street, Letham, Forfar.
Eassie and Nevay -	586	5	12 ,,	T. Honeyman -	Belmont Estate Office, Newtyle, Coupar Angus.
Edzell - - -	976	5	21 Mar.	Rev. D. S. Ross	The Manse, Edzell, Brechin.
Farnell - -	580	5	3 May	J. Webster -	Forebank, Farnell, Brechin.
Fearn - - -	348	5	15 Mar.	J. Fenwick -	Fearn, Brechin.
FORFAR (Burgh) -	11,031	9	18 ,,	J. C. Anderson -	Forfar.
Forfar (Landward) -	1,554	5	19 Apr.	D. Macintosh -	Town House, Forfar.
Friockheim - -	1,432	5	11 ,,	J. Edwards -	Friockheim, Arbroath.
Glamis - -	1,813	5	3 ,,	W. Anderson -	Glamis, Forfarshire.
Glenisla - -	925	5	12 ,,	Rev. Neil McBride	Glenisla, Alyth, Perthshire.
Guthrie - -	404	5	10 Mar.	L. P. Robertson	Guthrie, Arbroath.
Inverarity - -	888	5	17 Apr.	Rev. P. Stevenson	The Manse, Inverarity, Forfar.
Inverkeillor - -	1,189	5	15 ,,	T. Thomson -	Inverkeillor, Chance Inn, Arbroath.
Kettins - -	855	5	12 ,,	T. Gardiner -	Hay Street, Coupar Angus.
Kingoldrum - -	409	5	8 ,,	W. Edward -	Kingoldrum, Kirriemuir.
Kinnell - -	766	5	7 Apr.	D. Panton (*pro tem.*).	Hatton Mill, Kinnell, by Chance Inn, Arbroath.
Kinnettles - -	405	5	27 Mar.	Rev. T. J. Patteson.	Kinnettles, Forfar.
Kirkden - -	523	5	2 Apr.	D. Young -	Gardyne Street, Letham, Forfar.
Kirriemuir (including Town).	6,420	7	4 ,,	J. Wilkie -	Bank Street, Kirriemuir.
Lethnot and Navar. *See Navar and Lethnot.*					
Liff, Benvie and Invergowrie.	1,357	5	19 Apr.	A. Osler -	Loch of Liff, Dundee.
Lintrathen - -	756	5	11 ,,	T. Fenton -	Foldend, Kirriemuir.
Lochlee - -	424	5	27 ,,	J. Sutherland -	Tarfside, Brechin.
Logie Pert - -	1,251	5	19 ,,	J. Lyall -	Broomley, Logie Pert, Montrose.
Lunan - - -	248	5	15 July	J. Mackay -	The Schoolhouse, Lunan, Arbroath.
Lundie - -	391	5	3 May	D. Jamieson -	Lundie, Dundee.
Mains and Strathmartine	2,749	7	5 Apr.	A. W. Cumming	1, Bank Street, Dundee.
Maryton - -	396	5	10 Mar.	J. Denholm -	Old Montrose, Montrose.
Menmuir - -	761	5	22 ,,	W. Lindsay -	Brechin.
Monifieth (excluding B. Ferry).	2,325	7	5 Apr.	I. Drimmie -	Monifieth.
Monikie - -	1,397	5	17 ,,	W. M. Alexander	The Firs, Monikie, Carnoustie, Forfarshire.
MONTROSE (Burgh) -	14,431	9	15 Mar.	D. C. Wills -	Montrose.
Montrose (Landward) -	1,352	5	3 Apr.	A. Greig -	Montrose.
Murroes - -	751	5	10 ,,	W. F. Liddell -	Murroes, Dundee.
Navar and Lethnot -	318	5	19 Mar.	Rev. F. Cruickshank.	Manse of Lethnot, Brechin.
Newtyle - -	931	5	19 ,,	G. S. Duncan -	Edwin Cottage, New Rattray, Blairgowrie.
Oathlaw - -	452	5	15 May	J. Taylor -	Forfar.
Panbride - -	1,331	5	28 Feb.	Rev. J. Cæsar -	The Manse, Panbride, Carnoustie, Forfarshire.
Rescobie - -	748	5	24 Mar.	W. Graham	Rescobie, Forfar.
Ruthven - -	247	5	29 ,,	Rev. J. G. Macpherson.	The Manse, Ruthven, Meigle.
St. Vigeans (including Arbroath, Landward).	2,547	7	24 ,,	D. Ford - -	29, Spink Street, Arbroath.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Kincardine O'Neil -	2,000	5	28 Apr.	D. Anderson -	Torphins, Aberdeen.
King Edward - -	1,058	5	29 Mar.	P. Duncan -	Balchars, King Edward, Banff.
Kininmonth (School District, § 17, parts of Lonmay, Strichen, Old Deer, and Longside).	1,045	5	*	Geo. Ironside -	Kininmonth, Mintlaw.
Kinnellar - -	601	5	15 Sept.†	J. Mearns -	The Schoolhouse, Kinnellar, Aberdeen.
Kintore (including Burgh).	2,158	5	1 „	J. C. Innes -	Kintore, Aberdeenshire.
Leochel-Cushnie -	1,514	7	27 Mar.	Charles Craib -	Whiteknows, Craigievar, Aberdeen.
Leslie - - -	532	5	4 Apr.	W. Ingram -	Leslie, Insch.
Logie Buchan - -	808	5	5 „	J. H. Brown -	North of Scotland Bank, Ellon.
Logie Coldstone -	900	5	31 Mar.	A. Farquharson	Loanhead, Logie-Coldstone, Tarland, Aberdeen.
Longside - -	3,255	7	19 Apr.	G. Davidson -	Longside, Aberdeen.
Lonmay - -	1,649	5	19 „	G. A. Cruickshank	Nether Cortes, Rathen, Lonmay, Aberdeenshire.
Lumphanan - -	1,239	5	26 „	H. Stuart -	Lumphanan, Aberdeen.
Meldrum - -	2,330	7	9 „	A. S. Wilson -	North of Scotland Bank, Old Meldrum, Aberdeenshire.
Methlick - -	2,084	5	7 „	J. Allan -	Methlick, Aberdeen.
Midmar - -	1,127	5	10 May	J. Strachan -	Midmar, Aberdeen.
Millbrex - -	1,484	5	16 Apr.	Rev.J.McG.Smith	The Manse, Millbrex, Fyvie, Aberdeenshire.
Monquhitter - -	2,670	7	20 Mar.	J. Lamb -	Cuminestown, Turriff.
Monymusk - -	996	5	27 „	W. L. Chivas -	Nether Inver, Monymusk, Aberdeen.
New Byth - -	2,216	7	12 Apr.	A. Henderson -	New Byth, Turriff.
New Deer - -	4,009	7	8 „	J. Joiner -	New Deer, Aberdeen.
Newhills - -	4,210	7	19 „	J. Milne -	Newhills, Aberdeen.
New Machar - -	1,483	7	3 „	A. Glashan -	New Machar, Summerhill, Aberdeen.
New Pitsligo - -	3,090	7	29 Mar.	J. Scott -	New Pitsligo, Aberdeen.
Old Deer - -	3,747	7	12 Apr.	T. Ferguson -	Alton of Coynach, Mintlaw.
Old Machar - -	13,225	11	19 „	Hugh McLennan	48, King Street, Aberdeen.
Oyne - - -	1,050	5	31 Mar.	W. Home -	Westerton of Pitmedden, Insch.
Peterculter - -	1,668	5	26 Apr.	A. Stephen -	East Lodge, Peterculter, Aberdeen.
PETERHEAD (Burgh) -	8,621	9	14 „	R. Maitland -	Peterhead.
Peterhead (Landward)	2,885	7	10 May	R. Maitland -	Peterhead.
Pitsligo - -	2,218	5	5 July	J. D. Sharp -	Union Bank of Scotland, Rosehearty, Fraserburgh.
Premnay - -	997	5	15 Mar.	J. Gartly -	Insch.
Rathen - -	2,850	7	3 May	J. Stewart, jun.	North of Scotland Bank, Strichen, Aberdeen.
Rayne - - -	1,409	5	11 Mar.	A. Diack -	Mastrick, Warthill, Aberdeenshire.
Rhynie - -	1,195	5	9 Apr.	J. Roger -	Rhynie, Aberdeenshire.
Savoch - -	1,877	5	7 „	George Knox -	Auchnagatt, Ellon.
Skene - - -	1,842	5	3 „	J. Wyness -	Skene, Aberdeen.
Slains - - -	1,355	5	17 „	J. Sangster -	Slains, Ellon.
Strathdon - -	1,469	5	10 Mar.	A. Kellas -	Mains of Glencarvie, Strathdon, Aberdeen.
Strichen - -	1,987	5	19 Apr.	J. Caie -	Strichen, Aberdeen.
Tarland and Migvie -	1,275	5	2 „	W. Thomson -	Tarland, Aberdeen.
Tarves - -	2,288	5	4 „	J. Anderson -	Tarves, Aberdeen.

* 18th April 1874. † Date of nomination by Board of Education, no election having taken place. Date originally fixed, 22nd March.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Tough - - -	760	5	19 Apr.	G. M. Mowat -	Lynturk by Whitehouse, Aberdeen.
Towie - - -	798	5	11 Mar.	J. Profeit -	Nether Towie, Inverkindie, Aberdeen.
Tullynessle and Forbes	970	5	17 „	J. Lawson -	Scotsmill, Tullynessle, Alford, Aberdeen.
Turriff - -	4,348	7	12 Apr.	A. Cruickshank	61, High Street, Turriff.
Tyrie - - -	869	5	19 „	J. Stewart, jun.	Tyrie, Fraserburgh.
Udny - - -	1,663	5	5 „	Rev. A. Spence (*pro tem.*).	The Manse, Udny, Aberdeen.
Ythan Wells - -	1,494	5	3 May	Rev. A. McWilliam	The Manse, Ythan Wells, Huntly.
24. BANFF.	58,883				
Aberlour - -	1,632	5	8 Apr.	H. Stewart -	City Chambers, Elgin.
Alvah - - -	1,230	5	26 „	F. W. Runcie -	Bruntbrae, Alvah, Banff.
BANFF (Burgh) -	4,051	9	31 Mar.	J. Allan -	Banff.
Banff (including Q.S. Par. of Ord, united under § 17), (Landward).	1,462	5	19 Apr.	W. Joss -	Blairshinnoch, Banff.
Botriphnie - -	785	5	3 May	A. Thurburn -	Moss Street, Keith.
Boyndie - -	1,659	5	25 Apr.	G. Hepburn -	Boyndie, Banff.
Buckie (included in Rathven).	—	—	—	——	——
Cullen - - -	2,215	7	26 Apr.	J. Allan -	Cullen, Fochabers.
Deskford - -	972	5	7 May	A. T. Garden -	The Field, Deskford, Fochabers.
Enzie - - -	2,251	5	13 „	J. Wiseman -	Fochabers.
Fordyce - -	4,153	7	16 Apr.	W. Cheyne -	Portsoy, Banffshire.
Forglen - -	845	5	31 Mar.	Rev. A. Bowman	Manse of Forglen, Turriff.
Gamrie - -	6,561	9	21 Apr.	A. George -	Town Clerk's Office, Macduff, Banffshire.
Glenrinnes - -	466	5	17 Mar.	Rev. C. Bruce -	Glenrinnes, Dufftown, Banffshire.
Grange - -	1,876	5	12 Apr.	J. Ewing -	Clerkseat, Grange, Keith.
Inveravon - -	2,608	7	31 Mar.	W. Phimister -	Drumin, Ballindalloch, Banffshire.
Inverkeithny - -	1,000	5	19 Apr.	P. Chapman -	Fortrie, Turriff.
Keith - - -	5,891	7	5 „	A. Thurburn -	Moss Street, Keith.
Kirkmichael - -	1,276	5	10 „	A. Innes -	Bridge of Avon, Tomintoul. Ballindalloch, Banffshire.
Marnoch - -	3,197	7	26 „	J. Dawson -	Aberchirder, Banff.
Mortlach - -	2,737	7	12 „	J. Petrie -	Dufftown, Banffshire.
Ordiquhill - -	761	5	15 Sept.*	W. Mathieson -	Ordiquhill, Banff.
Rathven (including Buckie).	8,252	9	15 Apr.	A. Mair -	Buckie, Fochabers.
Rothiemay - -	1,370	5	21 „	A. Thurburn -	Moss Street, Keith.
St. Fergus - -	1,633	5	10 „	A. Greig -	Netherhill, St. Fergus, Peterhead.
25. KINCARDINE.	35,097				
Arbuthnott - -	924	5	5 Apr.	James Glegg -	Bervie, Fordoun.
Banchory-Devenick -	3,052	7	12 „	W. Paul -	177, Union Street, Aberdeen.
Banchory-Ternan -	2,875	7	5 „	J. Steuart -	Ellangowan, Banchory, Aberdeen.
Benholm - -	1,569	5	22 Mar.	A. Dickson -	81, High Street, Montrose.
Bervie (including Burgh)	1,843	5	20 „	J. Glegg -	Bervie, Fordoun.
Dunnottar (including part of Stonehaven).	2,102	5	15 „	A. W. Kinnear	Stonehaven.
Durris - - -	1,021	5	19 Apr.	J. Simpson -	Brigton, Durris, Aberdeen.
Fettercairn - -	1,539	5	10 „	Rev. W. Anderson	The Manse, Fettercairn, Laurencekirk.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 18th April.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
KINCARDINE—*cont.*			1873.		
Fetteresso and Rickarton (united § 17), (including part of Stonehaven).	5,665	7	29 Mar.	D. Carr -	Stonehaven.
Fordoun - -	2,113	7	21 „	W. R. Farquharson.	Auchinblac, Fourdoun.
Garvock - -	476	5	29 „	T. Noble -	Garvock, Laurencekirk.
Glenbervie - -	1,073	5	29 „	Geo. Main -	The Schoolhouse, Glenbervie, Fordoun.
Kinneff and Catterline -	1,062	5	25 „	W. Scott -	Millhill, Kinneff, Stonehaven.
Laurenceckirk - -	2,174	7	22 „	J. Smith -	Laurencekirk.
Maryculter -	1,110	5	29 „	P. Davidson -	Blairs, Maryculter, Aberdeen.
Marykirk - -	1,771	5	29 „	J. Scott -	Cobleheugh, Montrose.
Nigg - - -	2,348	5	5 Apr.	H. McLennan -	48, King Street, Aberdeen.
St. Cyrus - -	1,585	5	29 Mar.	A. Dickson -	109, High Street, Montrose.
Strachan - -	795	5	19 Apr.	J. Sim - -	Gateside, Strachan, Aberdeen.
26. ORKNEY.	31,274				
*Cross and Burness (including North Ronaldshay).	1,639	7	10 Oct.†	O. Drever, jun. - (*Clerk to the combined Board*).	Quivals, Sanday, Kirkwall.
Evie and Rendall -	1,340	5	9 Apr.	Rev. A. Leslie -	The Manse, Evie, Orkney.
Firth and Stennis -	1,434	5	21 Mar.	J. Sinclair -	Firth, Finstown, Orkney.
Harray and Birsay -	2,324	7	19 „	G. Brown -	Hundland, Birsay, Stromness, Orkney.
Holm - - -	935	5	8 Apr.	J. A. Bruce -	Kirkwall.
Hoy and Graemsay -	581	5	22 „	W. Linklater -	Graemsay, Stromness, Orkney.
KIRKWALL (Burgh) -	3,436	7	7 Mar.	P. S. Heddle -	Albert Street, Kirkwall.
Kirkwall (Landward) and St Ola.	825	5	28 „	P. S. Heddle -	Albert Street, Kirkwall.
*Lady - - -	953	5	21 „	W. Harvey -	Lady, Sanday, Kirkwall.
North Ronaldshay (part of Cross and Burness).	—	—	—	—	—
Orphir - - -	1,040	5	7 Apr.	J. Johnston, jun.	Orphir House, Kirkwall.
Rousay and Egilshay -	1,101	5	8 „	T. B. Reid -	Sourin, Rousay, Orkney.
St. Andrews and Deerness	1,733	5	16 „	W. C. Liddle (*pro tem.*).	Kirkwall.
Sandwick - -	1,153	5	19 Mar.	J. Moar -	Quoyloo, Sandwick, Stromness, Orkney.
Shapinshay - -	949	5	18 Feb.	W. Robertson -	Balfour, Kirkwall.
South Ronaldshay and Burray.	3,228	7	11 Apr.	W. B. Struthers	South Ronaldshay, Kirkwall.
Stromness - -	2,403	5	7 Mar.	J. B. Rosey -	Stromness, Orkney.
Stronsay and Eday -	2,210	7	19 „	R. Miller, jun. -	Cowshouse, Stronsay, Kirkwall.
Walls and Flotta -	1,530	7	25 „	R. Malcolmson -	Longhope, Kirkwall.
Westray and Papa Westray.	2,460	5	28 „	W. C. Smith -	Pierowall, Westray, Kirkwall.
27. SHETLAND.	31,608				
Bressay, Burra, and Quarff	1,854	5	22 Apr.	R. D. Ganson -	Lerwick.
Delting - -	1,862	5	15 „	R. Robertson -	Westerscord, Voe, Lerwick.
Dunrossness - -	4,522	7	28 Mar.	M. Goudie -	Cunningsburgh, Lerwick.
Fetlar and North Yell -	1,410	5	1 May	P. M. Sandison -	Cullivoe, Lerwick.
Lerwick and Gulberwick	4,180	7	15 Apr.	P. Garriock -	Lerwick.
Mid and South Yell -	1,843	5	6 May	J. N. Barclay -	Mid Yell, Lerwick.

* School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for all school purposes under the Act.

† Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
SHETLAND—*cont.*			1873.		
Nesting, Lunnasting, Whalsay, and Skerries.	2,679	7	23 Apr.	R. Goudie -	Lerwick.
Northmavine - -	2,602	7	26 Mar.	A. Harrison -	Swarthoull, Northmavine, Lerwick.
Sandsting and Aithsting	2,806	7	18 Apr.	P. Thomson -	Westerskeld, Sandsting, Lerwick.
Tingwall, Whiteness, and Weisdale.	2,491	7	9 May	J. T. Smith -	Old Schoolhouse, Scalloway, Lerwick.
Unst - - -	2,780	7	9 „	D. Edmondston	Ordale, Baltasound, Lerwick.
Walls, Sandness, Papa, and Foula.	2,579	7	9 „	W. D. E. Thomson.	Hayfield of Houll, Walls, Lerwick.
28. INVERNESS.	84,258				
MAINLAND.	49,612				
Abernethy & Kincardine	1,752	5	16 Apr.	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Alvie - - -	882	5	3 „	D. Cumming -	Alvie, Aviemore, Inverness-shire.
Ardersier - -	1,284	5	25 Mar.	J. S. Allan -	Ardersier, Inverness-shire.
Boleskine and Abertarff	1,465	7	22 Apr.	P. Burgess -	Caledonian Bank, Glen Urquhart, Inverness.
Croy and Dalcross -	1,841	5	7 „	H. Fraser -	77, Church Street, Inverness.
Daviot and Dunlichity -	1,598	5	22 Mar.	A. Fraser -	22, Union Street, Inverness.
Dores - - -	1,401	5	19 „	A. Fraser -	Commercial Bank, Inverness.
Duthill & Rothiemurchus	1,872	5	23 Apr.	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Glenelg - -	1,624	5	6 May	Rev. J. McDonald	The Manse, Glenelg, Lochalsh.
Glengarry - -	692	5	14 Mar.	R. C. Lobban -	Caledonian Bank, Invergarry, Inverness.
Insh - - -	359	5	2 Apr.	D. McBean -	Insh, Kingussie.
INVERNESS (Burgh) -	14,510	9	27 Mar.	R. Scott -	42, Union Street, Inverness.
Inverness (Landward) -	4,042	7	9 Apr.	Hugh Fraser -	Balloch of Culloden, Inverness.
Kilmonivaig - -	1,417	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
Kilmorack - -	2,728	7	31 Mar.	A. Mackenzie -	Bank of Scotland, Beauly.
Kiltarlity - -	2,537	7	14 Apr.	Rev. D. Ross -	Kiltarlity, Beauly.
Kingussie - -	1,742	7	4 Mar.	R. McDonald -	British Linen Company Bank, Kingussie.
Kirkhill - -	1,582	5	9 Apr.	H. R. Annat -	Beauly.
Laggan - -	950	5	28 Mar.	R. Macdonald -	Balgown, Laggan, Kingussie.
Moy and Dalarossie -	1,005	5	27 „	J. Mackintosh -	Findhorn Bridge, Tomatin, Inverness.
Petty - - -	1,549	5	22 „	Hugh Fraser -	Balloch of Culloden, Inverness.
Urquhart and Glenmoriston.	2,780	7	1 Apr.	R. Stuart -	Drumnadrochit, Inverness.
INSULAR.	34,646				
Barra - - -	1,997	5	18 Mar.	Allan McDonald	Castlebay, Lochmaddy.
Bracadale - -	1,113	5	25 Apr.	A. Macdonald -	National Bank, Portree.
Duirinish - -	4,422	7	18 „	J. T. Mackenzie	Dunvegan, Portree.
Harris - - -	4,120	7	13 Mar.	J. Stewart -	Stroud, Harris, Stornoway.
Kilmuir - -	1,362	5	14 Apr.	A. Macdonald -	National Bank, Portree.
North Uist - -	4,107	7	3 „	T. J. Bulkeley -	Lochmaddy.
Portree - -	2,928	7	8 „	A. Macdonald -	National Bank, Portree.
Sleat - - -	2,233	5	1 May	A. Findlay -	Ostaig, Broadford.
Small Isles - -	522	7	1 „	Rev. John Sinclair	The Manse, Eigg, Greenock.
Snizort - -	2,303	5	2 Apr.	A. Macdonald -	National Bank, Portree.
South Uist - -	5,749	7	19 Mar.	N. Macdonald -	Nunton, Lochmaddy.
Stenscholl - -	1,228	5	24 Apr.	A. Macdonald -	National Bank, Portree.
Strath - - -	2,562	7	28 Mar.	D. Logan -	Broadford.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
29. NAIRN.	8,372		1873.		
Ardclach - -	1,197	5	16 Apr.	J. Riach -	Fornighty, Nairn.
Auldearn - -	1,279	5	7 May	A. MacIntosh -	Garlie Hill, Auldearn, Nairn.
Cawdor - -	1,027	5	2 Apr.	J. Grant -	Cawdor, Nairn.
NAIRN (Burgh) -	3,751	7	29 Mar.	H. T. Donaldson	Nairn.
Nairn (Landward) -	1,118	5	15 Apr.	W. Malcolm -	87, High Street, Nairn.
30. ELGIN OR MORAY.	44,549				
Alves - - -	1,018	5	20 Mar.	F. C. Mackenzie	High Street, Forres.
Bellie - - -	2,013	5	14 Apr.	C. Gray -	Fochabers.
Birnie - - -	375	5	19 „	J. Cruickshank	114, High Street, Elgin.
Boharm - -	1,337	5	17 „	A. Thurburn -	Moss Street, Keith.
Cromdale - -	3,817	7	25 Mar.	D. F. Ross -	Grantown, Inverness-shire.
Dallas - - -	1,060	5	21 Apr.	F. C. Mackenzie	High Street, Forres.
Drainie - -	3,293	7	22 „	W. Fraser -	Lossiemouth, Elgin.
Duffus - - -	3,716	7	9 „	J. Nicoll -	Hopeman, Elgin.
Dyke - - -	1,238	5	29 Mar.	F. C. Mackenzie	High Street, Forres.
Edinkilbe - -	1,286	5	26 Apr.	F. C. Mackenzie	High Street, Forres.
ELGIN (Burgh) -	7,340	7	18 Mar.	J. Jameson -	Elgin.
Elgin (Landward) -	2,363	5	14 Apr.	D. Forsyth -	Elgin.
FORRES (Burgh) -	3,959	7	28 Mar.	F. C. Mackenzie	High Street, Forres.
Forres (Landward) -	603	5	29 Apr.	F. C. Mackenzie	High Street, Forres.
Kinloss - -	1,112	5	3 May	F. C. Mackenzie	High Street, Forres.
Knockando - -	1,909	5	15 Apr.	H. Stewart -	City Chambers, Elgin.
New Spynie - -	573	5	17 „	J. Thomson -	New Spynie, Elgin.
Rafford - -	1,101	5	12 „	F. C. Mackenzie	High Street, Forres.
Rothes - -	2,148	5	15 „	R. Cruickshank	Old Street, Rothes, Elgin.
St. Andrews Lhanbryd	1,286	5	1 „	P. Gatherer -	30, North Street, Elgin.
Speymouth - -	1,758	5	21 „	J. Mill - -	Caledonian Bank, Garmouth, Morayshire.
Urquhart - -	1,244	5	6 May	H. Stewart -	City Chambers, Elgin.
31. CAITHNESS.	41,011				
Bower - - -	1,700	5	20 Mar.	R. S. W. Leith -	Bridge Street, Wick.
Canisbay - -	2,729	7	27 „	J. Sutherland -	Canisbay, Wick.
Dunnet - -	1,661	5	16 Apr.	C. Macdonald -	Thurso.
Halkirk - -	2,664	7	9 „	H. J. Mackay -	Halkirk, Caithness.
Keiss - - -	1,124	5	10 „	R. S. W. Leith -	Bridge Street, Wick.
Latheron - -	7,400	7	27 Mar.	C. F. Reid -	Clyth Cottage, Lybster, Wick.
Olrig - - -	2,028	5	5 May	E. Cameron -	Castletown, Thurso.
Reay - - -	2,331	5	23 Apr.	Geo. Macleod -	Reay, Thurso.
Thurso - -	5,754	7	20 Mar.	C. Macdonald -	Thurso.
Watten - -	1,453	5	3 Apr.	D. Alexander -	East Watten, Watten, Caithness.
WICK (Burgh) -	6,558	7	2 „	W. Miller, jun. -	Wick.
Wick (Landward) -	5,609	7	11 „	D. Leith - -	Wick.
32. SUTHERLAND.	23,298				
Assynt - -	3,006	7	5 May	J. Gordon -	Lochinver, Lairg.
Clyne - - -	1,733	5	21 Mar.	G. Adams -	Brora, Sutherlandshire.
Creich - - -	2,524	7	1 May	A. Leslie -	Dornoch, Sutherlandshire.
Dornoch (including Burgh).	2,764	7	17 Apr.	A. Leslie -	Dornoch, Sutherlandshire.
Durness - -	1,049	5	13 May	Kenneth Chisholm	Scourie, Lairg.
Eddrachillis - -	1,530	5	8 „	Kenneth Chisholm	Scourie, Lairg.
Farr - - -	2,019	5	25 Apr.	John Crawford	House of Tongue, Lairg.
Golspie - -	1,804	5	20 Mar.	D. Peters -	Golspie.
Kildonan - -	1,916	5	31 „	J. J. Hill -	Helmsdale, Sutherlandshire.
Lairg - - -	978	5	27 „	J. Macdonald -	Lairg.

Parish or Burgh.	Population in 1871.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
SUTHERLAND—*cont.*			1873.		
Loth - - -	583	5	29 Mar.	J. J. Hill -	Helmsdale, Sutherlandshire.
Rogart - -	1,341	5	25 June	D. Peters -	Golspie.
Tongue - -	2,051	5	28 Apr.	A. McNeill -	Tongue, Lairg.
33. ROSS AND CROMARTY.	82,093				
MAINLAND.	58,610				
Alness - - -	1,053	5	24 Mar.	W. Murray -	Alness, Ross-shire.
Applecross - -	2,470	5	13 May	Rev. K. Macdonald	Applecross, Lochcarron, Ross-shire.
Avoch - - -	1,828	5	7 „	F. Finlayson -	Avoch, Inverness.
Carnoch - -	325	5	26 Apr.	C. J. Smith -	Strathconan, Beauly.
Contin - - -	729	5	15 Mar.	Rev. J. W. Tolmie.	The Manse, Contin, Dingwall.
Cromarty (including Burgh).	2,180	5	12 „	J. Williams -	Cromarty.
Dingwall (including Burgh).	2,443	7	9 Apr.	J. McLennan -	Dingwall.
Edderton - -	860	5	15 Sept.*	M. MacKenzie -	Bellevue, Parkhill, Ross-shire.
Fearn - - -	2,135	5	25 Mar.	A. Wallace -	Tullich, Fearn, Ross-shire.
Fodderty - -	1,943	5	3 Apr.	D. Scott -	Studding Sail Hall, Strathpeffer, Dingwall.
Fortrose (included in Rosemarkie).	—	—	—	—	—
Gairloch - -	5,048	9	20 Mar.	J. Mackintosh -	Poolewe, Ross-shire.
Glenshiel - -	463	5	5 May	D. Nicolson -	Auchtertyre, Lochalsh.
Killearnan - -	1,272	5	19 Apr.	J. McK. Alison -	Redcastle, Inverness.
Kilmuir Easter -	1,281	5	27 Mar.	A. McKay -	Barbaraville, Invergordon, Ross-shire.
Kiltearn - -	1,496	5	11 Apr.	J. Mackenzie -	Dingwall.
Kincardine - -	1,685	7	8 „	J. M. Ross -	Ardgay.
Kinloch-luichart -	704	5	8 „	G. Maclennan -	Achnasoul, Beauly.
Kintail - -	753	5	14 „	D. Nicolson -	Auchtertyre, Lochalsh.
Knockbain - -	2,155	5	2 „	K. Elder -	Balnakyle, Munlochy, Inverness.
Lochalsh - -	2,319	5	12 „	J. Watson -	Balmacara, Lochalsh.
Lochbroom - -	4,406	9	22 „	K. Cameron -	Ullapool, Ross-shire.
Lochcarron - -	1,629	5	15 „	R. Young -	Caledonian Bank, Lochcarron, Ross-shire.
Logie Easter - -	912	5	14 „	A. Wills -	Invergordon, Ross-shire.
Nigg - - -	1,201	5	12 „	John Ross -	Stafford Street, Tain.
Resolis - -	1,527	5	14 Mar.	J. Williams -	Cromarty.
Rosemarkie (including Fortrose).	1,441	5	7 Apr.	J. Henderson -	Fortrose, Inverness.
Rosskeen - -	3,808	7	26 Mar.	A. Wills -	Invergordon, Ross-shire.
Tain (including Burgh)	3,221	7	10 Apr.	J. McDonald -	Tain.
Tarbat - -	2,182	5	20 May	A. Philip -	Portmahomack, Ross-shire.
Urquhart and Logie Wester.	2,863	7	13 Mar.	J. Hay - -	Conanside, Dingwall.
Urray - - -	2,278	5	26 Apr.	D. Maclean -	Farnich, Fairburn, Beauly.
INSULAR.	23,483				
Barvas - -	4,950	7	26 Mar.	W. Ross -	Stornoway.
Lochs - -	5,880	7	28 „	W. Ross -	Stornoway.
Stornoway (including Town).	9,510	7	3 Apr.	W. Ross -	Stornoway.
Uig - - -	3,143	7	31 Mar.	K. Mackenzie -	National Bank, Stornoway.

* Date of nomination by Board of Education. Election, which took place on 21st March, declared void by Sheriff.

INDEX.

Parish or Burgh.	No. of County.	No. of Return.
Abbey, Paisley (Landward).	12	345
Abbey St. Bathans	7	169
Abbotshall	20	—
Abdie	20	554
Abercorn	21	623
Aberdalgie	17	462
Aberdeen (Burgh)	23	697
Aberdour	20	555
Aberdour	23	698
Aberfoyle	17	463
Aberlady	2	35
Aberlemno	22	637
Aberlour	24	789
Abernethy	17	464
Abernethy and Kincardine.	28	863
Abernyte	17	465
Aboyne and Glentanner.	23	699
Acharacle	14(1)	374
Airdrie (Burgh)	3(2)	71
Airlie	22	638
Airth	15	420
Alford	23	700
Alloa (Town)	19	549
Alloa (Landward)	19	550
Alloway	11	294
Alness	33	950
Alva	15	421
Alvah	24	790
Alves	30	903
Alvie	28	864
Alyth	17	466
Amulree	17	467
Ancrum	6	135
Annan	8	201
Anstruther, Easter	20	566
Anstruther, Wester	20	557
Anwoth	9	246
Applecross	33	951
Applegarth and Sibbaldbie.	8	202
Arbirlot	22	639
Arbroath (Burgh)	22	640
Arbroath (Landward).	22	—
Arbuthnott	25	813
Ardallie	23	701
Ardchattan and Muckairn.	14(1)	375
Ardclach	29	898
Ardersier	28	865
Ardnamurchan	14(1)	376
Ardoch	17	468
Ardrossan	11	295
Arngask	20	558
Arrochar	16	448
Ashkirk	6	136
Assynt	32	937
Athelstaneford	2	36
Auchindoir and Kearn.	23	702
Auchinleck	11	296
Auchterarder	17	469
Auchterderran	20	559
Auchtergaven	17	470
Auchterhouse	22	641
Auchterless	23	703
Auchtermuchty	20	560
Auchtertool	20	561
Auldearn	29	899
Avoch	33	952
Avondale	3(2)	72
Ayr (Burgh)	11	297
Ayr (Landward)	11	298
[illegible]	7	170

Parish or Burgh.	No. of County.	No. of Return.
Baldernock	15	422
Balfron	15	423
Ballantrae	11	299
Ballingry	20	562
Balmaclellan	9	247
Balmaghie	9	248
Balmerino	20	563
Balquhidder	17	471
Banchory-Devenick	25	814
Banchory-Ternan	25	815
Banff (Burgh)	24	791
Banff (Landward)	24	792
Bargrennan	9	249
Barony	3(1)	—
Barr	11	300
Barra	28	885
Barry	22	642
Barvas	33	981
Bathgate (Town)	21	624
Bathgate (Landward).	21	625
Beath	20	564
Bedrule	6	137
Beith	11	301
Belhelvie	23	704
Bellie	30	904
Bendochy	17	472
Benholm	25	816
Bervie	25	817
Biggar	3(3)	90
Birnie	30	905
Birse	23	705
Blackford	17	473
Blair Athol	17	474
Blairgowrie	17	475
Blairingone	17	476
Blantyre	3(2)	73
Boharm	30	906
Boleskine and Abertarff.	28	866
Bolton	2	37
Bonhill	16	449
Borgue	9	250
Borrowstounness	21	626
Borthwick	1	1
Bothkennar	15	424
Bothwell	3(2)	74
Botriphnie	24	793
Bourtie	23	706
Bowden	6	138
Bower	31	925
Boyndie	24	794
Bracadale	28	886
Brechin (Burgh)	22	643
Brechin (Landward)	22	644
Bressay, Burra, and Quarff.	27	851
Broughton, Glenholm, and Kilbucho.	4	112
Broughty Ferry (Town).	22	645
Brydekirk	8	203
Buchanan	15	425
Buckie	24	—
Buittle	9	251
Bunkle and Preston	7	171
Burntisland (Burgh)	20	565
Burntisland (Landward).	20	566
Cabrach	23	707
Cadder	3(1)	62
Caddonfoot	5	126
Cairney	23	708
Calderhead	3(2)	75
Callander	17	477
Cambuslang	3(2)	76

Parish or Burgh.	No. of County.	No. of Return.
Cambusnethan	3(2)	77
Cameron	20	567
Campbeltown (Burgh)	14(2)	405
Campbeltown (Landward).	14(2)	406
Campsie	15	426
Canisbay	31	926
Canonbie	8	204
Caputh	17	478
Cardross	16	450
Careston	22	646
Cargill	17	479
Caerlaverock	8	205
Carluke	3(3)	91
Carmichael	3(3)	92
Carmunnock	3(1)	63
Carmyllie	22	647
Carnbee	20	568
Carnock	20	569
Carnoch	33	953
Carnwath	3(3)	93
Carriden	21	627
Carrington	1	2
Carsphairn	9	252
Carstairs	3(3)	94
Castleton	6	139
Cathcart	12	346
Cavers and Kirkton	6	140
Cawdor	29	900
Ceres	20	570
Channelkirk	7	172
Chapel of Garioch	23	709
Chirnside	7	173
Clackmannan	19	551
Clarkston	3(2)	78
Clatt	23	710
Cleish	18	544
Closeburn	8	206
Clunie	17	480
Cluny	23	711
Clyne	32	938
Cockburnspath	7	174
Cockpen	1	3
Coldingham	7	175
Coldstream	7	176
Colinton	1	4
Coll	14(1)	399
Collace	17	481
Collessie	20	571
Colmonell	11	302
Colonsay and Oronsay.	14(2)	414
Colvend and Southwick.	9	253
Comrie	17	482
Contin	33	954
Corsock	9	254
Corstorphine	1	5
Cortachy and Clova	22	648
Coull	23	712
Coupar Angus	22	649
Covington and Thankerton.	3(3)	95
Coylton	11	303
Craig	22	650
Craigie	11	304
Craignish	14(1)	377
Crail	20	572
Crailing	6	141
Cramond	1	6
Cranshaws	7	177
Cranston	1	7
Crathie and Braemar	3	713
Crawford	3(3)	96
Crawfordjohn	3(3)	97
Creich	20	573
Creich	32	939

Parish or Burgh.	No. of County.	No. of Return.
Crichton	1	8
Crieff	17	483
Crimond	23	714
Cromarty	33	955
Crumdale	30	907
Cross and Burness	26	832
Crosshill	11	305
Crossmichael	9	255
Croy and Dalcross	28	867
Cruden	23	715
Cullen	24	795
Culross	17	484
Culsalmond	23	716
Culter	3(3)	98
Cults	20	574
Cumbernauld	16	451
Cumbrae	13	368
Cumlodden	14(1)	378
Cummertrees	8	207
Cupar (Burgh)	20	575
Cupar (Landward)	20	576
Currie	1	9
Dailly	11	306
Dairsie	20	577
Dalgetty	20	578
Dalkeith (Town)	1	10
Dalkeith (Landward)	1	11
Dallas	30	908
Dalmellington	11	307
Dalmeny	21	628
Dalry	9	256
Dalry	11	308
Dalrymple	11	309
Dalserf	3(2)	79
Dalton	8	208
Dalziel	3(2)	80
Daviot	23	717
Daviot and Dunlichity.	28	868
Delting	27	852
Denny	15	427
Deskford	24	796
Dingwall	33	956
Dirleton	2	38
Dollar	19	552
Dolphinton	3(3)	99
Dores	28	869
Dornoch	32	940
Dornock	8	209
Douglas	3(3)	100
Drainie	30	909
Dregborn	11	310
Dron	17	485
Drumblade	23	718
Drumelzier	4	113
Drumoak	23	719
Dryfesdale	8	210
Drymen	15	428
Duddingston (Landward).	1	12
Duffus	30	910
Duirinish	28	887
Dull	17	486
Dumbarton (Burgh)	16	452
Dumbarton (Landward).	16	453
Dumfries (Burgh)	8	211
Dumfries (Landward).	8	212
Dun	22	651
Dunbar (Burgh)	2	39
Dunbar (Landward)	2	40
Dunbarney	17	487
Dunblane	17	488
Dunbog	20	579
Dundee (Burgh)	22	652
Dundee (Landward)	22	653
Dundonald	11	311
Dunfermline (Burgh).	20	580
Dunfermline (Landward).	20	581
Dunino	20	582
Dunipace	15	429
Dunkeld and Dowally.	17	489
Dunlop	11	312
Dunnet	31	927
Dunnichen	22	654
Dunning	17	490
Dunnottar	25	818
Dunoon and Kilmun	14(1)	379
Dunrossness	27	853
Dunscore	8	213
Dunse	7	178
Dunsyre	3(3)	101
Durness	32	941
Durris	25	819
Durrisdeer	8	214
Duthill and Rothiemurchus.	28	870
Dyce	23	720
Dyke	30	911
Dysart (Burgh)	20	583
Dysart (Landward)	20	584
Eaglesham	12	347
Earlston	7	179
Eassie and Nevay	22	655
East Kilbride	3(2)	81
Eastwood	12	348
Eccles	7	180
Ecclesmachan	21	629
Echt	23	721
Eckford	6	142
Edderton	33	957
Eddleston	4	114
Eddrachillis	32	942
Edgerston	6	143
Edinburgh (City)	1	13
Edinburgh (St. Cuthberts and Dean).	1	14
Edinkillie	30	912
Ednam	6	144
Edrom	7	181
Edzell	22	656
Elgin (Burgh)	30	913
Elgin (Landward)	30	914
Elie	20	585
Ellon	23	722
Enzie	24	797
Errol	17	491
Erskine	12	349
Eskdalemuir	8	215
Ettrick	5	127
Evie and Rendall	26	833
Ewes	8	216
Eyemouth	7	182
Fala and Soutra	1	15
Falkirk (Burgh)	15	430
Falkirk (Landward).	15	431
Falkland	20	586
Farnell	22	657
Farr	32	943
Fearn	22	658
Fearn	33	958
Fenwick	11	313
Ferry-port-on-Craig	20	587
Fetlar and No. Yell	27	854
Fettercairn	25	820
Fetteresso and Rickarton.	25	821
Findo Gask	17	492
Fintray	23	723
Fintry	15	432
Firth and Stennis	26	834
Flisk	20	588
Fodderty	33	959
Fogo	7	183
Fordoun	25	822
Fordyce	24	798
Forfar (Burgh)	22	659
Forfar (Landward)	22	660
Forgan	20	589
Forgandenny	17	493
Forglen	24	799
Forgue	23	724
Forres (Burgh)	30	915
Forres (Landward)	30	916
Forteviot	17	494
Fortingall	17	495
Fortrose	33	—
Fossoway and Tullibole.	18	545
Foulden	7	184
Foveran	23	725
Fowlis Easter	17	496
Fowlis Wester	17	497
Fraserburgh	23	726
Friockheim	22	661
Fyvie	23	727
Gairloch	33	960
Galashiels (Burgh)	5	128
Galashiels (Landward).	5	129
Galston	11	314
Gamrie	24	800
Gargunnock	15	433
Gartly	23	728
Gartmore	17	498
Garvald	2	41
Garvock	25	823
Gigha and Cara	14(2)	415
Girthon	9	257
Girvan (Town)	11	315
Girvan (Landward)	11	316
Gladsmuir	2	42
Glamis	22	662
Glasgow (Burgh)	3(1)	64
Glass	23	729
Glassary	14(1)	380
Glasserton	10	276
Glassford	3(2)	82
Glenaray	14(1)	381
Glenbervie	25	824
Glenbucket	23	730
Glencairn	8	217
Glencorse	1	16
Glendevon	17	499
Glenelg	28	871
Glengairn	23	731
Glengarry	28	872
Glenisla	22	663
Glenmuick and Tullich.	23	732
Glenorchy and Inishail.	14(1)	382
Glenrinnes	24	801
Glenshiel	33	961
Golspie	32	944
Gordon	7	185
Gourock	12	350
Govan	3(1)	65
Grange	24	802
Grangemouth	15	434
Greenlaw	7	186
Greenock (Burgh)	12	351
Greenock, East Parish (Landward).	12	352
Greenock, West Parish (Landward).	12	353
Gretna or Graitney	8	218
Guthrie	22	664
Haddington (Burgh)	2	43
Haddington (Landward).	2	44
Halfmorton	8	219
Halkirk	31	928
Hamilton (Burgh)	3(2)	83
Hamilton (Landward).	3(2)	84
Harray and Birsay	26	835
Harris	28	888
Hawick (Burgh)	6	145
Hawick (Landward)	6	146
Heriot	1	17
Hobkirk	6	147
Hoddam	8	220
Holm	26	836
Holywood	8	221

Parish or Burgh.	No. of County.	No. of Return.
Houston and Kilellan.	12	354
Hownam	6	148
Hoy and Graemsay	26	837
Humbie	2	45
Hume and Stitchell	7	187
Huntly	23	733
Hutton	7	188
Hutton and Corrie	8	222
Inch	10	277
Inchinnan	12	355
Inchture	17	500
Innerleithen	4	115
Innerwick	2	46
Innerwick (Glenlyon).	17	501
Insch	23	734
Insh	28	873
Inveraray (Burgh)	14(1)	—
Inverarity	22	665
Inveravon	24	803
Inverchaolain	14(1)	383
Inveresk (Landward).	1	18
Inverkeillor	22	666
Inverkeithing	20	590
Inverkeithny	24	804
Inverkip	12	256
Inverness (Burgh)	28	874
Inverness (Landward).	28	875
Inverurie	23	735
Irongray	9	258
Irvine (Burgh)	11	317
Irvine (Landward)	11	318
Jedburgh (Burgh)	6	149
Jedburgh (Landward).	6	150
Johnstone	8	223
Jura	14(2)	416
Keig	23	736
Keir	8	224
Keiss	31	929
Keith	24	805
Keithhall and Kinkell.	23	737
Kells	9	259
Kelso	6	151
Kelton	9	260
Kemback	20	591
Kemnay	23	738
Kenmore	17	502
Kennethmont	23	739
Kennoway	20	592
Kettins	22	667
Kettle	20	593
Kilbarchan	12	357
Kilbirnie	11	319
Kilbrandon and Kilchattan	14(1)	384
Kilbride	13	369
Kilcalmonell and Kilberry.	14(2)	407
Kilchoman	14(2)	417
Kilchrenan and Dalavich.	14(1)	385
Kilconquhar	20	594
Kildalton	14(2)	418
Kildonan	32	945
Kildrummy	23	740
Kilfinan	14(1)	386
Kilfinichen and Kilvickeon.	14(1)	400
Killarrow and Kilmeny.	14(2)	419
Killean and Kilchenzie.	14(2)	408
Killearn	15	435
Killearnan	33	962
Killin	17	503
Kilmadock	17	504
Kilmalcolm	12	358
Killmallie	14(1)	387
Kilmany	20	595
Kilmarnock (Burgh)	11	320
Kilmarnock (Landward).	11	321
Kilmaronock	16	454
Kilmartin	14(1)	388
Kilmaurs	11	322
Kilmodan	14(1)	389
Kilmonivaig	28	876
Kilmorack	28	877
Kilmore and Kilbride.	14(1)	390
Kilmory	13	370
Kilmuir	28	889
Kilmuir Easter	33	963
Kilninian and Kilmore.	14(1)	401
Kilninver and Kilmelford.	14(1)	371
Kilrenny	20	596
Kilspindie	17	505
Kilsyth (Town)	15	436
Kilsyth (Landward)	15	437
Kiltarlity	28	878
Kiltearn	33	964
Kilwinning	11	323
Kincardine	17	506
Kincardine	33	965
Kincardine O'Neil	23	741
Kinclaven	17	507
Kinfauns	17	508
Kingarth	13	371
King Edward	23	742
Kinghorn	20	597
Kinglassie	20	598
Kingoldrum	22	668
Kingsbarns	20	599
Kingussie	28	879
Kinnmonth	23	743
Kinloch-luichart	33	966
Kinloch-Rannoch	17	509
Kinloss	30	917
Kinnaird	17	510
Kinneff and Catterline.	25	825
Kinnell	22	669
Kinnellar	23	744
Kinnettles	22	670
Kinnoull	17	511
Kinross	18	546
Kintail	33	967
Kintore	23	745
Kippen	15	438
Kirkbean	9	261
Kirkcaldy (Burgh)	20	600
Kirkcaldy (Landward) and Abbotshall.	20	601
Kirkcolm	10	278
Kirkconnel	8	225
Kirkcowan	10	279
Kirkcudbright	9	262
Kirkden	22	671
Kirkgunzeon	9	263
Kirkhill	28	880
Kirkhope	5	130
Kirkinner	10	280
Kirkintilloch (Town)	16	455
Kirkintilloch (Landward).	16	456
Kirkliston	21	630
Kirkmabreck	9	264
Kirkmahoe	8	226
Kirkmaiden	10	281
Kirkmichael	8	227
Kirkmichael	11	324
Kirkmichael	17	512
Kirkmichael	24	806
Kirknewton and East Calder.	1	19
Kirkoswald	11	325
Kirkpatrick-Durham	9	265
Kirkpatrick-Fleming	8	228
Kirkpatrick-Juxta	8	229
Kirkurd	4	116
Kirkwall (Burgh)	26	838
Kirkwall and St. Ola	26	839
Kirriemuir	22	672
Knockando	30	918
Knockbain	33	968
Lady	26	840
Ladykirk	7	189
Laggan	28	881
Lairg	32	946
Lanark (Burgh)	3(3)	102
Lanark (Landward)	3(3)	103
Langholm	8	230
Langton	7	190
Larbert	15	439
Largo	20	602
Largoward	20	603
Largs	11	326
Larkhall	3(2)	85
Lasswade	1	20
Latheron	31	930
Lauder	7	191
Laurencekirk	25	826
Leadhills	3(3)	104
Lecropt	15	440
Legerwood	7	192
Leith (Burgh)	1	21
Leith, South (Landward).	1	22
Leochel-Cushnie	23	746
Lerwick and Gulberwick.	27	855
Leslie	20	604
Leslie	23	747
Lesmahagow	3(3)	105
Leswalt	10	282
Lethendy and Kinloch.	17	513
Lethnot and Navar	22	687
Leuchars	20	605
Levern	12	359
Libberton	3(3)	106
Liberton	1	23
Liff, Benvie, and Invergowrie.	22	673
Lilliesleaf	6	153
Linlithgow (Burgh)	21	631
Linlithgow (Landward).	21	632
Linton	6	154
Lintrathen	22	674
Lismore and Appin	14(1)	392
Little Dunkeld	17	514
Livingstone	21	633
Lochalsh	33	969
Lochbroom	33	970
Lochcarron	33	971
Lochgelly	20	606
Lochgilphead	14(1)	393
Lochgoilhead and Kilmorich.	14(1)	394
Lochlee	22	675
Lochmaben	8	231
Lochrutton	9	266
Lochs	33	982
Lochwinnoch	12	360
Logie	17	515
Logie	20	607
Logiealmond	17	516
Logie Buchan	23	748
Logie Coldstone	23	749
Logie Easter	33	972
Logie Pert	22	676
Logierait	17	517
Longforgan	17	518
Longformacus	7	193
Longside	23	750
Lonmay	23	751
Loth	32	947
Loudoun	11	327
Lumphanan	23	752
Lunan	22	677
Lundie	22	678
Luss	16	457

Parish or Burgh.	No. of County.	No. of Return.
Lyne and Megget	4	117
Madderty	17	519
Mains and Strathmartine.	22	679
Makerstoun	6	155
Manor	4	118
Markinch	20	608
Marnoch	24	807
Maryculter	25	827
Maryhill	3(1)	66
Marykirk	25	828
Marytown	22	680
Mauchline	11	328
Maxton	6	156
Maybole	11	329
Mearns	12	361
Meigle	17	520
Meldrum	23	753
Melrose	6	157
Menmuir	22	681
Mertoun	7	194
Methlick	23	754
Methven	17	521
Mid and South Yell	27	856
Midcalder	1	24
Middlebie	8	232
Midmar	23	755
Millbrex	23	756
Minnigaff	9	267
Minto	6	158
Mochrum	10	283
Moffat	8	233
Moneydie	17	522
Monifieth	22	682
Monikie	22	683
Monimail	20	609
Monkton and Prestwick.	11	330
Monquhitter	23	757
Montrose (Burgh)	22	684
Montrose (Landward).	22	685
Monymusk	23	758
Monzie	17	523
Monzievaird and Strowan.	17	524
Moonzie	20	610
Mordington	7	195
Morebattle	6	159
Morham	2	47
Mortlach	24	808
Morton	8	234
Morvern	14(1)	395
Moulin	17	525
Mouswald	8	235
Moy and Dalarossie	28	882
Muckart	17	526
Muiravonside	15	441
Muirkirk	11	331
Murroes	22	686
Musselburgh (Burgh).	1	25
Muthill	17	527
Nairn (Burgh)	29	901
Nairn (Landward)	29	902
Navar and Lethnot	22	687
Neilston	12	362
Nenthorn	7	196
Nesting, Lunnasting, Whalsay, and Skerries.	27	857
New Abbey	9	268
Newbattle	1	26
Newburgh	20	611
Newburn	20	612
New Byth	23	759
New Cumnock	11	332
New Deer	23	760
Newhills	23	761
Newlands	4	119
New Luce	10	284
New Machar	23	762
New Monkland	3(2)	86

Parish or Burgh.	No. of County.	No. of Return.
New or East Kilpatrick.	16	458
New Pitsligo	23	763
New Spynie	30	919
Newton	1	27
Newton-on-Ayr (Landward).	11	—
Newtyle	22	688
Nigg	25	829
Nigg	33	973
North Berwick	2	48
North Bute and Rothesay (Landward).	13	372
North Knapdale	14(2)	409
Northmavine	27	858
North Ronaldshay	26	—
North Uist	28	890
Oathlaw	22	689
Oban (Burgh)	14(1)	396
Ochiltree	11	333
Old Cumnock	11	334
Old Deer	23	764
Oldhamstocks	2	49
Old Luce or Glenluce.	10	285
Old Machar	23	765
Old Monkland	3(2)	87
Old or West Kilpatrick.	16	459
Olrig	31	931
Ordiquhill	24	809
Ormiston	2	50
Orphir	26	841
Orwell	18	547
Oxnam	6	160
Oyne	23	766
Paisley (Burgh)	12	363
Panbride	22	690
Parton	9	269
Peebles	4	120
Pencaitland	2	51
Penicuick	1	28
Penninghame	10	286
Penpont	8	236
Persie	17	528
Perth (Burgh)	17	529
Perth, East Parish (Landward).	17	530
Peterculter	23	767
Peterhead (Burgh)	23	768
Peterhead (Landward).	23	769
Pettinain	3(3)	107
Petty	28	883
Pitsligo	23	770
Pittenweem	20	613
Polmont	15	442
Polwarth	7	197
Port Glasgow (Burgh)	12	364
Port Glasgow (Landward).	12	365
Portmoak	18	548
Portobello (Burgh)	1	29
Port of Monteith	17	531
Portpatrick	10	287
Portree	28	891
Premnay	23	771
Prestonkirk	2	52
Prestonpans	2	53
Queensferry (Burgh)	21	—
Rafford	30	920
Rathen	23	772
Ratho	1	30
Rathven	24	810
Rattray	17	532
Rayne	23	773
Reay	31	932
Redgorton	17	533
Renfrew (Burgh)	12	365
Renfrew (Landward)	12	366

Parish or Burgh.	No. of County.	No. of Return.
Rerrick	9	270
Rescobie	22	691
Resolis	33	974
Rhynd	17	534
Rhynie	23	774
Riccarton	11	335
Roberton	5	131
Rogart	32	948
Rosemarkie	33	975
Roseneath	16	460
Rosskeen	33	976
Rothes	30	921
Rothesay (Burgh)	13	373
Rothiemay	24	811
Rousay and Egilshay	26	842
Row	16	461
Roxburgh	6	161
Rutherglen (Burgh)	3(1)	67
Rutherglen (Landward).	3(1)	68
Ruthven	22	692
Ruthwell	8	237
Saddell and Skipness	14(2)	410
St. Andrews and Deerness.	26	843
St. Andrews (Burgh)	20	614
St. Andrews (Landward) and St. Leonards.	20	615
St. Andrews Lhanbryd.	30	922
St. Boswells	6	162
St. Cyrus	25	830
St. Fergus	24	812
St. Madoes	17	535
St. Martins	17	536
St. Monance	20	616
St. Mungo	8	238
St. Ninians	15	443
St. Quivox (Landward).	11	336
St. Vigeans	22	693
Salen	14(1)	402
Saline	20	617
Salton	2	54
Sandsting and Aithsting.	27	859
Sandwick	26	844
Sanquhar	8	239
Savoch	23	775
Scone	17	537
Scoonie	20	618
Selkirk (Burgh)	5	132
Selkirk (Landward)	5	133
Shapinshay	26	845
Shettleston	3(1)	69
Sheuchan	10	288
Shotts	3(2)	88
Skelmorlie	12	367
Skene	23	776
Skirling	4	121
Slains	23	777
Slamannan	15	44[illegible]
Sleat	28	892
Smailholm	6	163
Small Isles	28	893
Snizort	28	894
Sorbie	10	289
Sorn	11	337
Southdean	6	164
Southend	14(2)	411
South Knapdale	14(2)	412
South Ronaldshay and Burray.	26	846
South Uist	28	895
Speymouth	30	923
Spott	2	55
Springburn	3(1)	70
Springfield	20	619
Sprouston	6	165
Stair	11	338
Stenscholl	28	896
Stenton	2	56
Stevenston	11	339

Parish or Burgh.	No. of County.	No. of Return.
Stewarton	11	340
Stirling (Burgh)	15	445
Stirling (Landward)	15	446
Stobhill	1	31
Stobo	4	122
Stonehouse	3(2)	89
Stoneykirk	10	32
Stornoway	33	983
Stow	1	32
Strathaven	22	694
Strachan	25	831
Straiton	11	341
Stralachlan and Strachur.	14(1)	397
Stranraer (Burgh)	10	291
Strath	28	897
Strathblane	15	447
Strathdon	23	778
Strathmiglo	20	620
Strichen	23	779
Stromness	26	847
Stronsay and Eday	26	848
Strontian	14(1)	398
Swinton	7	198
Symington	3(3)	108
Symington	11	342
Tain	33	977
Tannadice	22	695
Tarbat	33	978
Tarbert	14(2)	413
Tarbolton	11	343
Tarland and Migvie	23	780
Tarves	23	781
Tealing	22	696
Temple	1	33
Terandry	17	538
Terregles	9	171
Teviothead	6	160
Thurso	31	933
Tibbermore	17	539
Tillicoultry	19	553
Tingwall, Whiteness, and Weisdale.	27	860
Tinwald	8	240
Tongland	9	272
Tongue	32	949
Torosay	14(1)	403
Torphichen	21	634
Torryburn	20	621
Torthorwald	8	241
Tough	23	782
Towie	23	783
Tranent	2	57
Traquair	4	123
Trinity Gask	17	540
Troqueer	9	273
Trossachs	17	541
Tullialian	17	542
Tullynessle and Forbes.	23	784
Tundergarth	8	242
Turriff	23	785
Tweedsmuir	4	124
Twynholm	9	274
Tynron	8	243
Tyree	14(1)	404
Tyrie	23	786
Udny	23	787
Uig	33	984
Unst	27	861
Uphall	21	635
Urquhart	30	924
Urquhart and Glenmoriston.	28	884
Urquhart and Logie Wester.	33	979
Urr	9	275
Urray	33	980
Walls, Sandness Papa, and Foula.	27	862
Walls and Flotta	26	849
Walston	3(3)	109
Wamphray	8	244
Wandell and Lamington.	3(3)	110
Watten	31	934
Weem	17	543
Wemyss	20	622
West Calder	1	34
Westerkirk	8	245
West Kilbride	11	344
West Linton	4	125
Westray and Papa Westray.	26	850
Westruther	7	199
Whitburn	21	636
Whitekirk and Tyninghame.	2	59
Whithorn	10	292
Whitsome	7	200
Whittinghame	2	58
Wick (Burgh)	31	935
Wick (Landward)	31	936
Wigtown	10	293
Wilton	6	167
Wiston and Roberton	3(3)	111
Yarrow	5	134
Yester	2	60
Yetholm	6	168
Ythan Wells	23	788

Circular 36.

CIRCULAR TO SCHOOL BOARDS ENCLOSING GENERAL ORDER REGULATING THE TRIENNIAL ELECTION OF SCHOOL BOARDS.

Scotch Education Department,
4th December, 1878.

SIR,

I AM directed to forward, for the information and guidance of your board, the enclosed General Order, dated 30th November 1878, on the subject of the triennial elections of school boards; and I am to request that the board will, in due course, take the necessary steps with a view to the election, in pursuance of this order.

I have &c.
(Signed) F. R. SANDFORD.

To the Clerk of the School Board
of

Form No. 77 T.

EDUCATION (SCOTLAND) ACTS, 1872 AND 1878.—GENERAL ORDER REGULATING THE TRIENNIAL ELECTION OF SCHOOL BOARDS.

At the Council Chamber, Whitehall, the 30th day of November 1878.

BY THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

The Lords of the Committee of Privy Council on Education in Scotland, by virtue and in pursuance of the powers in them vested under the Education (Scotland) Acts, 1872 *and* 1878, and of every other power enabling them in this behalf, do order, and it is hereby ordered as follows—

With respect to the triennial election of a school board:

1. Every existing school board shall remain in office until a new election shall take place.

2. The number of members of a new school board shall be the number determined in the case of the first election; unless such number may have been changed by any order of the Scotch Education Department, which has been, *or may be*, communicated to the school board *one month* before the triennial election.

3. The election shall be held upon some convenient day to be fixed by the school board, provided that such day of election shall be not more than *ten* clear days before, or *twenty* clear days after, the same day of the year as that which was fixed for the first election of the school board.

4. The returning officer shall be the chairman of the school board, or failing him, some person appointed by the school board.

No candidate for election may act as returning officer.

5. The electors shall consist of all persons being of lawful age, and not subject to any legal incapacity, whose names are entered on the latest valuation roll applicable to the parish or burgh for which the board is to be elected, made up and completed not less than one month prior to the election, as owners or occupiers of lands or heritages of the annual value of not less than four pounds, situated within such parish or burgh.

6. *Eighteen* clear days at least before the day fixed for the election the returning officer shall prepare, sign, and publish such notice of the election as is herein-after prescribed.

7. The notice shall specify the number of members to be elected, with the day fixed for the election; and shall also specify a place for the reception of the nomination papers herein-after mentioned.

The notice shall be in the form in Schedule A. annexed to this order, *or to the like effect.*

8. After publication of the notice, but not less than *fourteen* clear days before the day fixed for the election, any two electors may nominate as a candidate any person of full age, by sending to, or delivering at, the appointed place a nomination paper, subscribed by such two electors as aforesaid, and stating the Christian name and surname, with the place of abode and designation, of each subscriber, and of the candidate nominated; and the returning officer shall send forthwith notice of such nomination to each candidate.

No teacher of a public or State-aided school is eligible as member of a school board, and no person holding an office of profit under a school board is eligible as a member of such school board.

9. No nomination paper shall be received after 4 p.m. of the last day upon which such paper may be received, except so far as herein-after ordered, and no person shall be a candidate unless he has been nominated within the time and in the manner aforesaid.

The returning officer shall decide whether any nomination is valid, and his decision shall be final.

10. *Eleven* clear days at least before the day fixed for the election the names, places of abode, and designations of the several candidates nominated as aforesaid shall be published by the returning officer.

11. After delivery of a nomination paper, but not less than *eight* clear days before the day fixed for the election, any candidate may be withdrawn by the delivery, at the place appointed, of a notice of such withdrawal, addressed to the returning officer, and signed by the candidate.

Such notice shall be delivered not later than 4 p.m. of the last day on which it may be received, except so far as herein-after ordered.

12. If the number of candidates nominated and not withdrawn as aforesaid shall equal but not exceed the number of members to be elected, such candidates shall be deemed to be elected on the day fixed for the election, and the returning officer shall on that day publish a list of the names, with the places of abode and designations, of the persons so elected, and such publication shall be conclusive evidence of the election.

13. If the number of candidates nominated and not withdrawn as aforesaid shall be less than the number to be elected, but sufficient to constitute a quorum of the school board, the returning officer shall, on the day fixed for the election, declare such candidates to be duly elected, and shall publish a list of the names, with the places of abode and designations, of the persons so elected; and they shall, at their first meeting, nominate and appoint as many persons to be members of the school board as shall be necessary to make up the full number of members, and shall give notice of such appointment to the Scotch Education Department.

If the number of candidates so nominated and not withdrawn shall *not* be sufficient to constitute a quorum, the returning officer shall report to the Scotch Education Department that no election has taken place.

Three members constitute a quorum of a school board.

14. If, after the time herein-before limited for the withdrawal of any candidate, more persons remain as candidates than there are members to

be elected, the returning officer shall *forthwith* publish the names, places of abode, and designations of the several candidates, and give notice that a poll will be taken on the day fixed for the election, between the hours specified in such notice.

15. The school board shall determine the number and situation of the polling stations, and for the purposes of the election, may cause their district to be divided into polling divisions. The returning officer shall cause the boundaries of such divisions, and the number and situation of the polling stations, to be published not less than *three* clear days before the day fixed for the election.

In burghs where the polling divisions correspond to the wards into which the burgh is divided, the boundaries of such polling divisions may be described by naming the ward to which each polling division corresponds.

No public-house shall be used for a polling station or for the purposes of an election.

16. If the district of a school board is divided into polling divisions, each voter shall give his vote in the polling division in which the property in respect of which he is entitled to vote is situate, and if it is situate in more than one such division, he shall vote in any one, but in one only, of the divisions in which it is situate.

17. The returning officer, or some person or persons appointed by him for this purpose, shall preside at each polling station, provided that only one person shall preside at the same time.

18. The poll shall be open—

(*a.*) *In a burgh*, during the hours prescribed for municipal elections.

(*b.*) *In a parish*, during not less than *six*, nor more than *eight*, hours, from such hour not later than 12 o'clock noon, to such hour not later than 6 p.m., as the school board may fix.

19. Subject to the provisions of this order, the poll shall be taken—

(*a.*) *In a burgh* in like manner as a poll at a contested municipal election is directed by the Ballot Act, 1872, to be taken; and subject to this order the provisions of that Act shall apply to the election of a school board, with the substitution of the term "school board election" for the term "municipal election."

(*b.*) *In a parish* in the manner prescribed in the Schedule (B.) annexed to this order.

20. In case of an equality of votes the returning officer shall determine the person to be elected.

21. The returning officer shall publish notice of the result of the poll, and of the names, with the places of abode and designations, of the persons elected.

22. The returning officer shall, in every case, transmit to the Scotch Education Department a copy of the list which he publishes, showing the result of the election.

23. The returning officer shall deliver the ballot papers in a sealed cover to the clerk of the school board, to be kept among the records of the board, subject to the direction of the Scotch Education Department.

24. Notice of the election of a person to be a member of a school board shall be sent to that person by the returning officer, together with a notice to attend the first meeting of the school board, at a place and time to be prescribed before the election by the school board, and that time shall not be later than 14 clear days after the date of the election.

25. The expenses incident to the election (but not including the expenses of any candidate) shall be paid by the school board out of the

school fund. Provided that if any question shall arise as to such expenses such question shall be referred to the Scotch Education Department, whose decision thereon shall be final and conclusive.

26. Notices and other matters required by these regulations to be published, shall be published—

(*a.*) *In a burgh*, by advertisement in the local newspapers, or in such other manner as public notices are usually published.

(*b.*) *In a parish*, by being affixed to the doors of the parish church, and of all other places of worship, and of all public or State-aided schools within the parish.

27. When the Scotch Education Department shall have decided that any burgh or town for which a school board has been elected, shall cease to have a separate school board, and shall be included in the area of the parish in which it is situated, or where the said Department shall have decided that any parish for which a school board has been elected, shall cease to be a parish for the purposes of the Education Acts, 1872 and 1878, and shall be esteemed to be a part of an adjoining burgh, then the returning officer shall be appointed, and the time and place and other arrangements for the election of the school board shall be fixed at a joint meeting of the existing parish and burgh school boards.

28. Sundays are to be counted in reckoning the number of clear days specified in the various paragraphs of this order; but when the last day for receiving nominations or notices of withdrawal, so reckoned, falls on a Sunday, then no nominations or notices of withdrawal are to be received after 12 o'clock p.m. on the previous Saturday.

29. The regulations for an election in a parish shall apply to an election for any other school district not being a burgh.

30. The General Order of the 31st day of January 1876, with respect to the triennial election of a school board, is hereby revoked.

(Signed) F. R. SANDFORD,
Secretary.

SCHEDULE A.

Form of Notice.

TRIENNIAL ELECTION OF A SCHOOL BOARD.

School Board of .

Notice is hereby given, that—

1. The triennial election of a school board for this (*burgh, parish, or district*) will take place on the day of 187 .

2. The number of persons to be elected as members of the school board is .

3. Every person of lawful age, and not subject to any legal incapacity, whose name is entered on the valuation roll, dated the day of 187 , as owner or occupier of lands or heritages within the (*burgh, parish, or district*) of the annual value of not less than four pounds is entitled to vote in the election.

4. Any two electors may nominate any person of full age as a candidate, by sending to or delivering at (*some place to be specified*) a nomination paper.

The nomination paper must be dated and subscribed by the two electors, and must contain the christian names, surnames, places of abode, and designations of the subscribers, and of the candidate nominated.

No nomination paper will be received after 4 P.M. [*or* 12 P.M., *as the case may be*] of the day of .

5. Public notice will be given of the list of candidates on or before the day of .

6. Any candidate may be withdrawn by the delivery at (*some place to be specified*), not later than 4 P.M. [*or* 12 P.M., *as the case may be*] of the day of of a notice of withdrawal signed by the candidate and addressed to the returning officer.

7. The voting will take place in each polling division, and notice of the number and situation of the polling stations will be published on or before the day of .

Each voter must vote in the division in which the property in respect of which he is rated is situate, and if it is situate in more than one division, in any one, but only in one, of the divisions in which it is situate.

8. The poll will be open from A.M. till P.M.

9. The voting shall be by ballot.

10. Each voter has votes, all or some of which he may distribute among the candidates as he sees fit.

Dated this day of 187 .

Returning Officer.

(State office or address.)

SCHEDULE B.

Rules and Directions for taking Votes in Parishes.

1. *Preparations for Poll.*—The returning officer shall provide a ballot box so constructed that a ballot paper can be introduced therein, but cannot be withdrawn without the box being unlocked; a sufficient number of printed ballot papers containing the names of the candidates; materials for the marking of the votes on the ballot papers, sealing wax, and a copy of the valuation roll of the parish or school district; and shall cause one compartment or more to be fitted up in the polling place, in which the voter shall be screened from observation while marking his ballot paper. Provided that in any parish situated in the counties of Argyll, Inverness, Ross and Cromarty, and Orkney and Shetland the returning officer may use written ballot papers.

The returning officer shall make a uniform private mark on all the ballot papers issued.

2. *Persons entitled to attend at the Polling Place.*—The only persons entitled to be present within the polling place are the returning officer and his clerks, and the candidates or the persons (one each) whom they shall authorise in writing under their hand to represent them.

3. *Declaration of Secrecy.*—Before the opening of the poll the returning officer and every person authorised to be present within the polling place, or at the counting of the votes, must have made before a justice of the peace the following declaration of secrecy:—

> I solemnly promise and declare that I will not communicate except for some purpose authorised by law, any information as to the persons who have voted or not voted, or as to the candidates for whom any vote has been given, at the election for a school board in this parish [or school district].

The returning officer shall not permit any person who has not made the above declaration of secrecy to attend within the polling place.

4. *Commencement of Poll.*—Before the commencement of the poll the returning officer shall show the ballot box, empty, to such persons as

may be present, and then lock it up and seal it. He shall then place it near him and keep it within his view.

5. *Mode of Voting.*—When any person comes up to vote, the returning officer shall ascertain that the person is entitled to vote, and if so, the returning officer shall deliver to the voter a ballot paper, call out his name and description as stated in the valuation roll, and place against the name of the voter a mark, which will denote that the voter has received a ballot paper, but not denote the particular ballot paper which he has received.

The voter, having received his ballot paper, shall proceed at once to the compartment, and shall there, either in figures or by crosses, but not in written words, secretly insert opposite the names of the candidates for whom he votes the number of votes he gives to each. He shall then fold up his ballot paper so as to conceal the figures or crosses which he has inserted, put the ballot paper so folded at once into the ballot box, and immediately leave the polling place.

6. *Order within the polling place.*—The returning officer shall make arrangements for preserving order within the polling place, and shall regulate the admission of electors, so that those voting shall not be liable to be overlooked or otherwise put to inconvenience; and shall see that each voter retires immediately after giving his vote.

7. *Validity of votes.*—Any ballot paper on which more votes are given than the voter is entitled to give, or on which any thing is written or marked by which the voter can be identified, shall be invalid and not counted.

8. *Proceedings at close of poll.*—Immediately after the time fixed for the close of the poll, the returning officer, in presence of the candidates or the persons authorised to represent them, shall break the seal, open the box, examine the ballot papers, and record and sum up the votes for each candidate. He shall then make up the whole of the ballot papers into a packet, and shall write on the outside of the packet a description of its contents, the date of the election, and the name of the school board, and shall seal up and deliver the same to the clerk of the school board, to be kept among the records of the board, subject to the direction of the Scotch Education Department.

9. *Proceedings where there is more than one polling place.*—

(*a.*) If there be more than one polling place appointed for a parish or school district, the returning officer shall appoint for each polling place a presiding Officer, who shall conduct the taking of the votes in all respects in conformity with the foregoing rules.

(*b.*) The returning officer shall deliver to the presiding officer, along with the other necessary materials for voting, a certified list taken from the valuation roll of the persons entitled to vote at each polling place.

(*c.*) At the close of the poll, in the presence of the candidates or the persons authorised to represent them, the presiding officer shall seal with his own seal, and the seals of such candidates as desire to affix their seals, the ballot box in use at his polling place unopened, but with the key attached, and shall deliver the box as soon as practicable to the returning officer.

(*d.*) The returning officer shall make arrangements for counting the votes in the several ballot boxes in the presence of the candidates, or the persons authorised to represent them, as soon as practicable after the close of the poll, and shall give to the candidates notice of the time and place at which he will begin to count the same.

(*e.*) Before beginning to count the votes, the returning officer shall, in the presence of the candidates or the persons authorised to represent them, open the ballot boxes, and then mix together the whole of the ballot papers contained in the ballot boxes.

Circular 22.

Circular to School Boards as to Election Expenses.

Scotch Education Department,
2nd December 1878.

Sir,

1. Your board are doubtless aware that under the schedule to the Education (Scotland) Act, 1878, their Lordships are empowered to make regulations as to the duties, remuneration, and expenses of any officers required in the elections of school boards.

2. In connexion with the forthcoming elections, certain duties fall to be discharged by the returning officers, under their Lordships' General Order of 30th November 1878. My Lords on the occasion of the last election had addressed to them several inquiries relating to points of law arising in connexion with the duties of returning officers. Where such questions appeared to their Lordships to belong to the interpretation of the Act, they refrained from expressing an opinion thereon, and referred the correspondents to legal advice.

3. But the question may further arise how far expenses incurred in procuring such advice can be reckoned to be "expenses incident to the election," under paragraph 25 of the General Order. In order to prevent an undue and unnecessary burden being laid on the ratepayers, their Lordships must hold the returning officer personally responsible for all such expenses; and it will therefore be advisable, in case he should find himself in doubt as to any legal question, that he should obtain the sanction of the existing school board, before incurring expense in procuring counsel's opinion thereon. Should such sanction not have been previously obtained, their Lordships will disallow the expenditure, unless it is proved to their satisfaction that the doubt felt by the returning officer was reasonable, and that no course was open to him other than to take legal advice.

4. It will be advisable also that the returning officer should, for the purposes of the election, avail himself, so far as may be possible, of any premises (other than school premises) at the disposal of the school board, and of the services of the school board officials.

5. Their Lordships trust that every effort will be used to keep down the expenses of elections; and it must be understood that they will disallow any expense incurred through a failure on the part of the returning officer to avail himself of the machinery at the disposal of the board; or any charge on a higher scale than is warranted by this letter, unless the previous sanction of the Scotch Education Department has been obtained.

6. The attention of returning officers should be directed to the following specific points.

(1.) Notices required by the General Order regulating the election need not, *in the case of a parish*, be published in any newspaper, and any expense incurred in doing so in such a case will be disallowed, unless previously sanctioned by the Scotch Education Department.

(2.) In making out a bill of charges the returning officer must set forth *first*, the sum total charged as his fee for personal trouble, and *secondly*, the various items charged in respect of sums actually disbursed, or to be disbursed, by him.

(3.) *As to the first.*—If the election is uncontested the fee *must not exceed* 3*l.* 3*s.* 0*d.*

(4.) If the election be contested, and there is only one polling station, the fee must *not exceed* 6*l.* 6*s.* 0*d.*, and my Lords consider that if there is more than one polling station the maximum sum to be charged should not *exceed* 3*l.* 3*s.* 0*d.* for each polling station *after the first;* nor should the charge in any case exceed the sum of 30*l.*, unless the sanction of the Scotch Education Department has been previously obtained.

(5.) *As to the second.*—The number of polling *stations* should not exceed one for every 1,000 persons entitled to vote, as shown by the Valuation Roll, unless the previous sanction of the Scotch Education Department has been obtained.

(6.) There must be only one presiding officer at a fee not exceeding 3*l.* 3*s.* 0*d.* for each polling station, and not more than two clerks, whose fee should not exceed 1*l.* 10*s.* if one only is employed, or 2*l.* together, if two are employed. One of the clerks may also be appointed as a deputy to act for the presiding officer in case of emergency. No money for refreshments may be paid to the returning or presiding officer or to any of the persons employed, nor should any refreshments be provided out of the rates.

(7.) The counting of the votes need not take place on the evening of the poll if it cannot be completed before 9 o'clock.

(8.) If the counting cannot be completed the same evening a sum not exceeding 1*l.* may be allowed to any presiding officer employed on the following day, and 15*s.* to each of the clerks.

The above regulations [6 (1) *to* (8)] *will apply to all burghs and parishes in which the population, at the census of* 1871, *did not amount to* 20,000. *In the case of burghs and parishes in which the population, at that census, amounted to* 20,000 *or more, the same regulations shall be in force, unless the sanction of the Scotch Education Department is given to any modification. Such sanction will be given only on a joint application to the Scotch Education Department by the school board and the returning officer.*

9. If the valuation roll requires to be *copied* and *arranged alphabetically* the returning officer will be allowed to charge a sum under this head which must not, in ordinary cases, exceed the rate of one halfpenny for each name. My Lords are aware that this may not be sufficient in the case of large towns where the work is one requiring much time and attention; but in no case will a charge at a higher rate be sustained, unless the previous sanction of the Scotch Education Department has been obtained, and before such sanction is given the special circumstances of the case must be shown to warrant the higher payment. This charge must cover all expenses incurred in advertising and attending at the inspection of the roll and certifying as to omissions, &c. discovered after the copy has been made.

10. Unless the leave of the Scotch Education Department has been *specially obtained*, no expenses for making an alphabetical list of the valuation roll will be allowed in any case in which there has been no poll. It is considered that the eight clear days specified in the order for election, as the *minimum* time that must intervene between the withdrawal of candidates and the election, give sufficient time to enable the returning officer to prepare such list.

11. With respect to ballot boxes and other fittings, my Lords think that in burghs those provided for municipal elections should be used for the school board elections free of charge.

12. If ballot boxes and fittings have been provided for a school board election in a burgh or parish, an arrangement should if possible be made by which the same ballot boxes and fittings may be used in a school board election in any neighbouring burgh or parish.

13. The ballot boxes and other fittings of course belong to the school board of the parish which paid for them, but each parish which uses them would no doubt be willing to pay a certain sum for the privilege.

14. In order that all questions relating to election expenses may be settled as soon as possible, I am to request that the accounts of such expenses be submitted for audit, apart from the other expenses of the board, to Mr. Alexander Bain, Accountant's Office, 33, York Place, Edinburgh, *within three months* after the date of the election.

I have, &c.

(Signed) F. R. SANDFORD,
Secretary.

To the Clerk to the School Board
of

SALES SANCTIONED UNDER SECTION 36 OF EDUCATION (SCOTLAND) ACT, 1872, FROM AUGUST 6, 1878, TO MARCH 31, 1879.

Board.	School.	Date of Sanction.
Rathven (Banff.) - -	Old Rathven Parochial School	17 August 1878.
Hoy and Graemsay (Orkney).	Hoy Old Parochial School -	10 December 1878.
Larbert (Stirling) -	Carronshore Public School -	12 March 1879.
Corsock (Kirkcudbright) -	Merkland Old Parochial School.	31 March 1879.

TRANSFERS SANCTIONED UNDER SECTIONS 38, 39, EDUCATION (SCOTLAND) ACT, 1872, FROM AUGUST 6, 1878, TO MARCH 31, 1879.

Board.	School.	Date of Sanction.
Old Luce (Wigtown) -	Glen of Luce Church of Scotland School.	28 November 1878.
Knockando (Elgin) -	Knockando Parochial Female Industrial School.	4 December 1878.
Glasgow - - -	Glasgow Martyrs Church of Scotland School.	5 February 1879.
Riccarton (Ayr) - -	Hurlford School - -	18 February 1879.
Nesting (Shetland) -	North Nesting General Assembly School.	26 February 1879.
" " -	Whalsay Livister General Assembly School.	26 February 1879.
Unst (Shetland) - -	Burrafrith Church of Scotland School.	14 March 1879.

LIST OF LOANS SANCTIONED BY THE SCOTCH EDUCATION DEPARTMENT UNDER SECTION 45 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 6TH AUGUST 1878 TO 31ST MARCH 1879.

County.	Board.	School.	Amount. £	s.	d.
Aberdeen -	Aberdeen - -	Little Belmont Street Public School.	100	0	0
" -	" - -	Causewayend Public School	1,000	0	0
" -	" - -	St. Clement Street Public School.	400	0	0
" -	" - -	Albion Street Public School	800	0	0
" -	Longside - -	Longside Public School -	750	0	0
" -	Old Machar -	Denmore Public School -	82	15	2½
" -	" -	Old Aberdeen Public School.	206	19	10
" -	" -	Rubislaw Public School -	61	2	4½
" -	" -	Ruthrieston Public School	98	3	11
" -	" -	Whitestripes Public School	103	12	9½
" -	Premnay - -	Premnay Public School -	200	0	0
" -	Savoch - -	Braeside Public School -	1,300	0	0
" -	" - -	Arnage Public School -	1,300	0	0
Banff - -	Gamrie - -	Bracoden Public School -	350	0	0
Caithness -	Canisbay - -	John - o' - Groats Public School.	550	0	0
Clackmannan -	Logie - -	Causewayhead Public School.	420	0	0
" -	" - -	Bridge of Allan Public School.	50	0	0
Edinburgh -	Stow - -	Fountainhall Public School	1,300	0	0
Elgin - -	Speymouth -	Speymouth Public School	250	0	0
Fife - -	Craie - -	Craie, East, Public School	100	0	0
Inverness -	Boleskine and Abertarff.	Knockchoilum Public School.	293	10	5
" -	" "	Fort Augustus Public School.	491	18	6
" -	" "	Boleskine Public School -	448	2	4
" -	" "	Invermoriston Combination Public School.	107	17	8
" -	Kilmonivaig -	Tomchairch Public School	130	0	0
" -	" -	Blarom Public School -	350	0	0
" -	" -	Roybridge Public School -	700	0	0
Kincardine -	Fetteresso and Rickarton.	Muchalls Public School -	450	0	0
" -	Fordoun - -	Sandsend Public School -	1,000	0	0
Kirkcudbright	Dalry - -	Dalry Public School -	500	0	0
Lanark -	Bothwell - -	Chapelhall Public School -	430	0	0
" -	" - -	Newarthill Public School -	4	7	7
" -	" - -	Bellshill Public School -	2,357	11	9
" -	Dalserf - -	Shawsburn Public School	3,300	0	0
" -	Larkhall - -	Muir Street Public School	750	0	0
" -	" - -	Glengowan Public School	750	0	0
Perth - -	Cargill - -	Newbigging Public School	359	6	9
" - -	" - -	Burreltown Public School	880	13	1
" - -	Dunning - -	Dunning Public School -	650	0	0
" - -	Logie - -	Meustry Public School -	390	0	0
Renfrew -	Inchinnan -	Inchinnan Public School -	150	0	0
Ross - -	Barvas - -	Aiudh-an-tuim Public School.	180	0	0
" - -	" - -	Bragar Public School -	210	0	0

County.	Board.	School.	Amount.
			£ s. d.
Ross - -	Barvas - -	Barvas Public School -	140 0 0
" - -	" - -	Cross Public School -	230 0 0
" - -	" - -	Lionel Public School -	240 0 0
" - -	Logie Easter -	Logie Easter Public School	308 0 0
" - -	" " -	Lamington Public School -	396 0 0
Roxburgh -	Hawick - -	Buccleuch Public School -	180 0 0
" -	" - -	Wilton Public School -	160 0 0
Shetland -	Mid and South Yell.	Burravoe Public School -	350 0 0
" -	" "	Mid Yell Public School -	350 0 0
Stirling -	Falkirk (Burgh) -	Comely Park Public School	2,400 0 0
" -	" " -	Bainsford Public School -	2,160 0 0
Sutherland -	Assynt - -	Lochinver Public School -	762 10 0
" -	" - -	Culkein Public School -	796 10 0
" -	" - -	Drumbeg Public School -	780 0 0

Form No. 1. L.

CIRCULAR ENCLOSING FORM OF PARTICULARS REQUIRED FROM SCHOOL BOARDS APPLYING FOR THE CONSENT OF THE SCOTCH EDUCATION DEPARTMENT TO RAISE LOANS.

Scotch Education Department,
187 .

SIR,

With reference to your communication of the I have to request that one of the enclosed forms may be filled up and returned to this Department.

I am, &c.
(Signed) F. R. SANDFORD.

Clerk of the School Board of

Form referred to above.

Form No. 2. L.

APPLICATION for consent of the Scotch Education Department to a loan proposed to be raised by the School Board of towards the expense of[1] a school for [2]boys, [2]girls, and [2]Infants, with house for the[3] and[4] in the[5] of in the county of .

[1] Insert building or enlarging, as the case may be.
[2] Number.
[3] Master.
[4] Mistress.
[5] "*Parish*," or "*Burgh*."

I. State the total amount proposed to be borrowed?

II. Specify the name of the school, for which the loan is required?

The purposes for which school boards are authorised to borrow money are as stated in section 45, "*providing or* "*enlarging* a schoolhouse." Teachers' houses and gardens (section 54), and buildings for higher class schools (section 62[6]), may also be provided by borrowing. The cost of ordinary repairs, and alterations which are not enlargements, cannot be competently defrayed by loan or spread over a number of years.

III. Specify the period proposed for repayment of loan?

The repayment may be spread over several years not exceeding fifty.

IV. *If the loan is to be raised from the Public Works Loan Commissioners*, have the school board forwarded to the Public Works Loan Commissioners a statement respecting this loan in terms of the Public Works Loans Act (38 & 39 Vict. cap. 89.), *sects. 13 & 54. (*The date of the notice to the Commissioners should be inserted.*)

Insert parish, burgh, or school district, as the case may be.

V. State the amount of the annual valuation of the and whether such valuation is increasing, decreasing, or stationary?

VI. State the present rate of assessment for school purposes.

VII. If any previous loan has been raised by the school board, state:—

(1.) Its amount.
(2.) The purposes for which it was required.
(3.) The term of repayment.

VIII. State here any other particulars which the school board think should be considered by the Scotch Education Department in dealing with the application.

The foregoing information is submitted on behalf of the above mentioned school board to the Scotch Education Department, for their consent to the loan above set forth, in terms of the 45th section of the Education (Scotland) Act, 1872.

Clerk to School Board.

Date

If no application for a school building grant is in progress, the following particulars should be given; except in the case of loans for higher class public schools, in which case the board should furnish a written statement of the grounds upon which the application is made.

WE HEREBY CERTIFY

I. That this school is intended for the elementary instruction of the children in the district of the said school board; which district is miles in length, and miles in breadth, and contains (by the census of 1871) a population of inhabitants.

II. That the school is to be called "The† public school."

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* The sections of the Public Works Loans Act here referred to are quoted on p.

† *It is particularly requested that a full and distinctive name may be given to the school, not to be altered in any future correspondence.*

This name (in full) should be written at the head of every letter addressed to the Scotch Education Department.

III. That there are families for whom no efficient school is available *within the area from which the children will daily attend the proposed school from their own homes.*

IV. That within this area (which contains a population of inhabitants) there are[6] efficient elementary schools, viz.:—

Name of School.	Public, or as the case may be.	No. of Scholars School will hold.	Average Attendance.	Distance from Site of proposed new School.

Signed

Chairman of School Board of

Date

NEW SCHOOLS.

The application in the case of each school, when returned to the office, must be *accompanied by a plan of the site, showing its extent, boundaries, and abuttals, drawn to scale.*

ENLARGEMENTS.

If the loan is to be raised for the *enlargement* of a school, the plan which accompanies the application should show all the existing buildings, and, in a different tint, the proposed new works. If any addition is to be made to the site it should be similarly distinguished.

PUBLIC WORKS LOANS ACT, 1875, 38 and 39 Vict. cap. 89.

"Sect. 13.—For the purpose of passing an annual Act of Parliament, granting money for the purpose of loans by the Loan Commissioners, every intending borrower shall send to the Commissioners, on or before the 31st day of December in every year, a statement of the new loan or instalments of a loan already granted, which the sender will *probably* apply to borrow during the ensuing financial year; and the Commissioners shall, as soon as practicable, submit all such statements to the Treasury, with such observations thereon and information respecting the same as they may think expedient, and as may be necessary for enabling the Treasury to lay before the House of Commons an estimate of the amount required to be granted for the purpose of loans by the Loans Commissioners. The Loan Commissioners shall not, except with the permission of the Treasury, grant any loan or advance any instalment of a loan which has not been included in such a statement as above mentioned. The Treasury, if they think that after providing for the loans and instalments included in the said statements, or such of them as will actually be advanced, there will be a balance out of the sum granted by Parliament sufficient to meet any loan or instalment not included in the statements, may, if they think fit, grant such permission, and may grant it conditionally upon the said balance being in their

opinion sufficient when the time for the actual payment arrives. If the regulations under this Act require quarterly statements to be sent by borrowers of the amounts which will be required by such borrowers, the Treasury may, if they think fit, refuse to issue in any quarter of a financial year any larger sum than the total of the amounts named in the statements referring to such quarter.

"Sect. 54.—The first statement of the probable requirements of new loans or instalments of a loan to be sent by persons intending to borrow from the Loan Commissioners shall be sent on or before the 31st day of December 1875. Regulations under this Act may be made by the above-named Commissioners at any time after the passing of this Act. The first report of the Loan Commissioners shall be made out up to the end of the financial year ending on the 31st day of March 1876, and shall relate to the transactions of the Loan Commissioners under the Acts repealed by this Act."

Circular No. 40.

CIRCULAR TO SCHOOL BOARDS EXPLAINING THE CONDITIONS ON WHICH THE RAISING OF LOANS IS SANCTIONED BY THE SCOTCH EDUCATION DEPARTMENT.

Scotch Education Department,
8th April 1879.

SIR,

YOUR board are aware that it has now devolved upon this Department to consent to the borrowing of money on the security of the school fund and school rate, under section 45 of the Education (Scotland) Act, 1872. Owing to some misunderstanding which has been found to exist in regard to the terms upon which such consent can be given, my Lords think it desirable to point out the principles which regulate their action in dealing with applications for loans.

It will be necessary that the school board should in the first place consider whether any expenditure which they propose to incur is covered by the terms of section 45. They are by this time probably aware of the views of the Public Works Loan Commissioners on this point; and it must be borne in mind that any general consent given by their Lordships is given with the reservation that, should the school board apply to the Public Works Loan Commissioners for an advance, these Commissioners may require proof that the expenditure is of the kind which they hold to be legally covered by that section; while under the terms of section 36 of the Act 38 & 39 Victoria c. 89. it is the duty of the Local Government Board to satisfy themselves that any loan advanced by the Commissioners has been applied to the work for which it was advanced.

But before the consent of the Department is given to any borrowing of money, their Lordships must be satisfied:—

First. That the expenditure proposed to be met by the loan is to supply additional acccommodation required for the due educational provision of the district; and is to supply it in the most suitable, and, at the same time, having regard to all the circumstances, in the most economical way. The expenditure in building a school, exclusive of the site, ought not, unless in most exceptional circumstances, to amount to 10*l.* for each child of the number in average atttendance for whom accommodation is to be provided.

Secondly. That the plans are found, on examination by their Lordships' architect, to comply with the regulations issued by their Lordships for

the guidance of the managers of schools aided by a building grant, or receiving annual grants on the results of inspection.

Unless they are satisfied in both these respects, my Lords cannot give their consent to any application; and no undertaking should therefore be begun in reliance upon receiving their Lordships' consent to a loan, until the preliminary conditions are arranged.

I have, &c.
(Signed) F. R. SANDFORD.

To the Clerk of the
School Board of

TEACHER DISMISSED UNDER SECTION 60 (2) OF THE EDUCATION (SCOTLAND) ACT, 1872.

Name of Teacher.	Name of School.	Name of School Board.
Keppie, Andrew T. - -	Ballingry Public -	Ballingry.

Circular 35.

CIRCULAR TO SCHOOL BOARDS WITH REFERENCE TO ADDITIONAL GRANTS UNDER SECTION 67 OF THE ACT OF 1872.

Scotch Education Department,
28th November, 1878.

SIR,

I AM directed to request the attention of your board to the rules which their Lordships have found it necessary to lay down, with reference to the administration of the additional grants offered under section 67 of the Education (Scotland) Act, 1872.

These grants may be claimed, under certain conditions, in aid of the school fund raised for the service of the board for years ending at Whitsunday.

The accounts of the board for the year ending at that date (15 May) have to be transmitted to the accountant by the 1st of January next ensuing.

Some time must be allowed for the examination of the accounts, but it is hoped that the audit of every board, for each year ending at Whitsunday, may be completed before the 15th of May in the following year.

My Lords have, therefore, determined:—

1. Not to receive any claim for an additional grant under the 67th section of the Act of 1872, for a year ending at Whitsunday, which is not made to them before the 15th of May in the year next following.

2. In examining these claims for any year, to take into account the returns of the attendance at the individual public schools in the district, for school years ending on or before the 30th of April in that year.

Any claim to be made for the year ending at Whitsunday 1878 must, therefore, be sent to this Department on or before the 15th of May 1879, by which time the accounts for the previous year will have been audited and reported on; and in examining these claims, my Lords will look to the average attendance of scholars in the elementary public schools of the district, in the school years (Scotch Code, Article 13) that may be

completed in the course of the twelve months ending with the 30th of April 1878.

I am to add that if the accounts of your board for any year, ending at Whitsunday, are sent to the accountant before the 1st of January following, the claim for any additional grant that may be applied for, may be sent to the Department at the same time for consideration. It is probable that your board will easily be able to have their accounts made up and transmitted to Edinburgh before the date prescribed by the Act of 1872 (section 49), and their doing so will greatly conduce to the despatch of business.

As the time within which these claims must be made has not hitherto been defined, my Lords will, for this year, be prepared to consider any claim in respect of the year ending Whitsunday, 1877, which may reach them before the 31st of December 1878.

I have &c.
(Signed) F. R. SANDFORD.

To the Clerk of the School Board
of .

GRANTS PAID TO SCHOOL BOARDS

(under Sect. 67. Elementary Education (Scotland) Act, 1872) during the Year ended 31st December 1878.

Name of Board.	County.	For year ended Whitsunday.	Amount.		
			£	s.	d.
Anstruther-Easter	Fife	1877	53	18	2
Anstruther-Wester	,,	,,	9	5	6
,,	,,	1878	11	16	0
Assynt	Sutherland	1877	11	8	9
Banff (Burgh)	Banff	1876	30	13	6
,, ,,	,,	1877	29	6	9
Bervie	Kincardine	,,	15	7	6
Brechin (Burgh)	Forfar	,,	241	12	3
Bressay, Burra, and Quarff	Shetland	1876	3	18	8
,, ,, ,,	,,	1877	6	10	5
Canisbay	Caithness	,,	38	3	7
Dysart (Burgh)	Fife	,,	182	18	0
,, ,,	,,	1878	166	17	9
Enzie	Banff	1877	6	15	6
Eyemouth	Berwick	,,	66	16	10
Ferryport-on-Craig	Fife	1876	(a)3	1	0
,,	,,	1877	25	1	3
Firth and Stennis	Orkney	,,	20	11	0
Forfar (Burgh)	Forfar	,,	207	4	0
Gamrie	Banff	,,	53	12	6
Girvan (Town)	Ayr	,,	93	8	8
Hawick (Burgh)	Roxburgh	,,	203	16	8
Keiss	Caithness	1877	20	16	1
Keith	Banff	1876	88	7	1
,,	,,	1877	106	3	9
Kilsyth (Town)	Stirling	,,	44	1	2
Larkhall	Lanark	1876	176	3	8
Leadhills	,,	,,	31	8	10
,,	,,	1877	20	4	0
Lerwick and Gulberwick	Shetland	,,	12	18	11
Lochgelly	Fife	,,	96	14	10
,,	,,	1878	119	10	7

(a) Additional.

Name of Board.	County.	For year ended Whitsunday.	Amount.
			£ s. d.
Marnoch - - - -	Banff - -	1877	22 14 0
Methlick - - - -	Aberdeen -	"	7 1 9
Nairn (Burgh) - - -	Nairn - -	1876	80 7 10
" " - - -	" - -	1877	100 4 8
Nesting, Lunnasting, Whalsay, and Skerries.	Shetland - -	"	10 7 6
New Blyth - - -	Aberdeen -	"	29 19 11
New Pitsligo - - -	" -	"	82 2 10
Pitsligo - - - -	" -	"	39 16 0
Pittenweem - - -	Fife - -	"	24 2 3
Rathven - - - -	Banff - -	"	153 17 5
Rothiemay - - -	" - -	"	4 17 6
Rousay and Egilshay - -	Orkney - -	"	41 3 1
St. Andrew's and Deerness -	" - -	1878	24 15 6
St. Monance - - -	Fife - -	1877	17 1 4
Selkirk (Burgh) - - -	Selkirk - -	1875	36 8 5
" " - - -	" - -	1876	45 9 9
" " - - -	" - -	1877	35 12 2
Stromness - - -	Orkney - -	"	44 11 8
" - - -	" - -	1878	44 11 8
Tingwall, Whiteness, and Weisdale	Shetland - -	1877	49 12 9
Tongue - - - -	Sutherland -	"	8 12 8
Unst - - - -	Shetland - -	"	6 19 11
Walls and Flotta - -	Orkney - -	"	16 4 7
Walls, Sandness, Papa, and Foula	Shetland - -	"	21 9 0
Wick (Burgh) - - -	Caithness -	"	194 16 9

List of Schools recognized under Section 67 (2) of Education (Scotland) Act, 1872, since the Publication of last Report.

County.	Name of School.
Ayr - -	Barleith S.
" - -	Cumnock R.C.S.
Clackmannan -	Alloa R.C.S.
Forfar - -	Arbroath St. Thomas R.C.S.
Lanark - -	Cambuslang St. Bride's R.C.S.

In these cases the schools have been recognized by the School Board of the district as part of the available school supply.

Dumbarton -	Helensburgh St. Paul's of the Cross R.C.S.
Lanark - -	Auchintibber (Blantyre) R.C.S.
" - -	Longriggend R.C.S.

In these cases grants have been promised on the ground that no sufficient provision exists for the children for whom the schools are intended, regard being had to the religious belief of their parents.

Renfrew - -	Paisley St. Catherine's R.C.S.

Recognized as taking the place of a former school.

Circular No. 32.

Circular to School Boards on the Supply of School Accommodation.

Scotch Education Department, Whitehall, S.W.,
31st August 1878.

In consequence of the expiry, on the 6th of August, of the Board of Education Continuance Act (1877), the duties of that Board have, under section 3 (6) of the Education (Scotland) Act of 1872, devolved upon this Department.

Some of the questions which will henceforth have to be dealt with by the Department have not previously come directly under their Lordships' cognizance. Many of the forms used in connexion with these questions will have to be altered or recast. It will probably, therefore, be most convenient for all concerned that the consideration of such cases as are not urgently pressing should be postponed until the heads of the Department return to town in the course of the autumn.

This will apply also to questions arising under the Education Act of this year, which does not come into operation until the 1st of October. But there need be no delay in prosecuting any applications for building grants which are still in progress, as these have all along been dealt with by the Department.

The arrangements for the provision of school accommodation are, for the most part, complete ; and the questions under this head, beyond the few cases in which delay has been caused by special circumstances, will probably be confined to the provision which may be required for any increase of population, or the repair and improvement of schools which time may render necessary.

In dealing with applications for transfers—for loans under section 45 of the Education Act of 1872, and generally with all questions affecting school supply—it will be necessary that my Lords should be in possession of the facts as to the requirements of each district, and the extent of the accommodation already provided, or in course of being provided, to meet these requirements. I am, therefore, to request that your board will be good enough to fill up and return to this Department, in the course of the next two months, one of the enclosed forms ; which, if carefully completed, will furnish the information required.

Their Lordships desire to take this opportunity, when the relations between the Department and the school boards in Scotland are becoming more close than before, of pointing out that while, in addition to the administration of the parliamentary grant, various other important duties are laid upon this Department under the Education Acts of 1872 and 1878, it is, nevertheless, upon the school board in each locality that the duty, as well as the responsibility, of administering these Acts in their own district mainly rests. My Lords, while anxious to aid and co-operate with the school boards to the utmost of their power, think it most expedient, and, at the same time, most in accordance with the intention of the Education Acts and with the powers vested in school boards, that they should, as a rule, decline to interfere, either by advice or by the expression of opinions which would have no legal force, in questions which fall properly within the province of the school boards themselves, and in which anything like interference on the part of the Department might probably be misunderstood, and only lead to the com-

plication of such difficulties as may unfortunately exist, or hereafter spring up, in any district.

I have, &c.
(Signed) F. R. SANDFORD.

To

Clerk of the School Board of

Form referred to in foregoing Circular.

Supply Form No. 2.

RETURN up to 31st August 1878, for the District of the School Board of the * of in the County of . * Burgh or parish.

1. The population of the district is estimated at this date to amount to .
2. The rateable value of the district (1878–79) is £ .
3. The school rate for the current year is in the £.
4. The number of children of school age (5–13) is estimated to amount to .
5. The school supply in public, State-aided, and other *efficient* schools as shown on the annexed table is sufficient

for	boys	Total	in elementary schools.
,,	girls		in higher class schools.
,,	infants		

6. There is † deficiency in accommodation. † A, or no.
7. That deficiency (if any) the board propose to supply in the manner described on p. .

Signed

Chairman or Clerk

of the School Board of .

Here describe how any deficiency is proposed to be supplied.

I.—PUBLIC SCHOOLS (Names in full).	Number of Scholars the School will hold (Article 17 *c*).				State whether the School, under Act of 1872, is— V=Vested in T=Transferred to A=Acquired, or B=Built by the School Board.	State whether intended to be— T=Temporary, or P=Permanent.	If aided with a Building Grant or Loan, state Amount of	
	Boys.	Girls.	Infants.	Total.			Grant.	Loan.
(*a*.) *Existing.*								
(*b*.) *In course of being supplied.*								
II.—STATE-AIDED SCHOOLS (not Public).					State designation in full: whether C.S.=connected with Church of Scotland; E.=Episcopal; F.C.=Free Church; R.C.=Roman Catholic; or, as the case may be.			
III.—OTHER SCHOOLS recognised by the Board as efficient.								

IV.—*List of Schools*, if any, *provided by the Board in combination with another Board;* giving the name of such board, and amount of accommodation provided in each school, for, and by, each School Board.

[*These schools should be entered also on page ; the accommodation there given being that provided for this Board only.*]

V.—*List of Higher Class Schools.*

Giving—

1. Name of each.
2. Whether public or not.
3. Amount of accommodation.
4. Average attendance of scholars for past year.

Circular 34.

Circular to School Boards with reference to Higher Class Public Schools.

Scotch Education Department, Whitehall, London, S.W.,
28th December 1878.

Sir,

My Lords have had under consideration the position of the higher class public schools as affected by the Education (Scotland) Act, 1878, first in respect of the expenditure which may be incurred on these schools out of the school fund, and, secondly, in respect of the examination of these schools by this Department.

For the sake of future reference my Lords would be glad to have returns with regard to the income and expenditure of these schools, as well as the subjects of instruction, and the numbers in attendance. These may be furnished on the enclosed form, which should be returned to me on or before the 1st of February 1879.

1. With regard to expenditure out of the school fund under section 18 of the Education (Scotland) Act, 1878, I am to impress upon your board the fact that the discretionary sanction reserved to their Lordships under that section does not relieve the board from the responsibility of deciding in regard to the district under their jurisdiction, whether any, and if so, what amount of expenditure may be called for by local circumstances. Their Lordships fully sympathise with the strong and very general desire of improving the standard of higher education, and of maintaining, so far as this can be done consistently with the main object of the Legislature in providing elementary education for the mass of the population, what has long been a valued characteristic of the Scotch national system of schools, the power of giving to children of all classes likely to profit by it the opportunity of higher instruction. But it is for your board to consider, with the guidance of its own local knowledge, how far it feels justified in putting into operation the permissive clauses of the Act of 1878. Their Lordships must confine themselves to sanctioning certain kinds of expenditure which appear to come generally within the terms of the Act, and must leave it to your board to consider before making application for such sanction, how far a burden of this kind ought to any extent to be laid upon the rates. In considering this question the school board will not lose sight of the possible assistance to higher education that may result from such schemes as may be submitted to the Endowed School Commissioners.

The following items may be generally considered as admissible:—Rates and taxes, necessary repairs to buildings, the provision of such scientific apparatus as may be required for efficient instruction, and the expenses of advertising to a moderate extent. There are other items, such as the salaries of assistants, the purchase of prizes, and retiring allowances to superannuated teachers, which represent fluctuating amounts, and which must be judged of in each case as they arise.

2. Until they learn how far it may be the desire of school boards to avail themselves of the provisions of section 20, my Lords are unable to say what arrangements may be made under that section. They would, however, propose that the examinations of higher class schools should take place as far as possible at one period of the year. I am, therefore, to inquire, in case your board propose to act under the said section, within what months it would be most convenient that the examination should be held.

My Lords feel that it would be undesirable to interfere with the discretion of school boards or the teachers of such schools in arranging

the curriculum, or to impose upon higher education any undue monotony of system; but while this is so, it may in course of time be found possible to arrange from a comparison of various schools a uniform standard of attainment in all the leading subjects, and to create a healthy connexion between the different parts of the country in their common efforts to secure higher instruction. In time it may also be possible, as an adjunct to these examinations, to grant certificates to proficient pupils, which the Universities may be willing to accept in lieu of an entrance examination. In any case it must necesarily be the aim, both of the department and of the school boards, to make every effort that such support as may be afforded to the higher schools from the rates, should have the effect of securing the efficiency of these schools, of strengthening the confidence of the public in that efficiency by adequate tests, and of making them available for an increasing number of pupils.

I have &c.

(Signed) F. R. SANDFORD.

Form referred to in foregoing Circular.

Form No. VI. C.

HIGHER CLASS PUBLIC SCHOOLS.

School Board of

Name of School

School year ended 1878.

Number of scholars on roll. Arrange in years according to age.	During year ended as above.			At present.		
	Male.	Female.	Total.	Male.	Female.	Total.
Total - -						

	Male.	Female.	Total.
Estimated average attendance during the year.			

Subjects taught.	Fees.	Number receiving Instruction in each.					
		During school year ended as above.			At present.		
		Male.	Female.	Total.	Male.	Female.	Total.

INCOME—

	£	s.	d.
1. Fees during school year ended as above ? - -			
2. Common good ? - - - - -			
3. General endowments ? - - - - -			
(Name fund from which derived.)			
4. Special endowments ? - - - - -			
5. School fund ? - - - - - -			
6. Other sources ? - - - - -			
(Specify).			
Total - - -			

EXPENDITURE—

1. Salaries of teachers.	Name.	Qualification.	Salary (inclusive of Fees). £	s.	d.
		Total -			

2. Salaries of other officials.	Name.	Office held.	Salary. £	s.	d.
		Total -			

	£	s.	d.
3. By books, apparatus, stationery - - - -			
4. By fuel and light - - - - -			
5. By replacement of, and repairs to furniture, and cleaning			
6. By repairs to buildings - - - - -			
7. By rent - - - - - - -			
8. By rates, taxes, and insurance - - - -			
9. By other expenses, viz.:—			
For prizes (specify their nature) - -			
On account of (specify) - - -			
- - -			
- - -			
10. By balance in hand at end of school year ended as above			
Total - - -			

1. Duration of curriculum?
2. Fees charged for the whole course?
3. Amount of holidays allowed annually?
4. Is it the intention of the school board to apply for inspection under sec. 20 of the Education (Scotland) Act, 1878?
5. If so, at what period of the year would it be most convenient that the Inspection should take place?
6. Enter any general remarks on the school which the school board think it desirable to make. (Any printed prospectus, showing the subjects taught in each class, the authors read, &c., should be sent with this form.)

Clerk of the School Board.

Circular 38.

Circular to School Boards as to the Examination of Higher Class Public Schools.

Scotch Education Department, Whitehall, London, S.W.
22nd February 1879.

Sir,

Since their Lordships issued the Circular (No. 34.) of the 28th of December 1878, they have had under consideration the arrangements to be made for the examination of the higher class public schools in Scotland, a duty which the school boards appear very generally to desire to be discharged by this Department.

My Lords who proposed to charge the education vote with the cost of these examinations, regret to find that the Commissioners of Her Majesty's Treasury, in view of the recent rapid growth of the vote, are unwilling to allow any fresh public expenditure to be immediately incurred, for the purpose of meeting charges which, under section 62 (6) of the Education (Scotland) Act of 1872, were thrown upon the local rates. They point out that the Act of 1878 enables, but does not require, the Department to undertake the examination of the schools to which section 20 of that Act relates.

Under these circumstances, before proceeding further in the matter, I am directed to inquire whether your board, in the event of their Lordships being able to arrange for the appointment of competent persons, will be willing to defray out of the school funds the cost of any such examination as they may wish to be undertaken by the Department.

I have, &c.

Clerk to the School Board of (Signed) F. R. Sandford.

MINUTES AND INSTRUCTIONS.

EXTRACTS FROM THE GAZETTE.

(Copied from the London Gazette of the 16th August 1878.)

At the Court at Osborne House, Isle of Wight, the 14th day of August 1878.

PRESENT,

The QUEEN's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the *Secretary of State for the Home Department* to be a member of the Committee of Council on Education in Scotland.

(Copied from the London Gazette of the 20th September 1878.)

At the Court at Balmoral, the 14th day of September 1878.

PRESENT,

The QUEEN's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, in Scotland, to appoint *George Dunn*, Esquire, B.A., Rector of the High School of Dunfermline, to be one of Her Majesty's Inspectors of Schools in Scotland.

CODE (1879) OF THE SCOTCH EDUCATION DEPARTMENT.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament "For public "Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, to maintain—

(*a.*) Schools for children (Article 6); and
(*b.*) Training colleges for teachers (Article 83).

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

a. "To any school board for and in respect of the public schools under their management."

b. "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education Act (Scotland), 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed:—

a. "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

b. "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education Act, sec. 68.) This time table is to be submitted to the inspector for approval, on behalf of the Department, at the time of his annual visit (Article 11).

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* "The term 'Scotch Education Department' shall mean The Lords of any Com-"mittee of the Privy Council appointed by Her Majesty on Education in Scotland" (Education, Scotland, Act, 1872, s. 1).

c. The education given must consist chiefly of elementary instruction (Article 28).

d. The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week.

7. No grant is made for or in respect of—

a. Instruction in religious subjects (Education Act, sec. 67 (*a.*)).

b. A school established after the passing of the Education (Scotland) Act (6 *August* 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid*, sec. 67 (*b.*)).

c. Higher class public schools (*ibid*, sec. 62–64).

8. Officers are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Department.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Department, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from an inspector, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

10*a*. The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Department informs the managers of a change. Notice of the day of the inspector's annual visit is given beforehand to the managers.

12. An inspector may visit any public school, or other school subject to inspection, at any other time without notice.

13. Grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

Exceptions :—

An instalment of the grant conditionally due may be paid,—

(*a.*) When the inspector's visit is postponed, owing to a change in the month of inspection (Article 11), for three months or upwards.

(*b.*) When from an epidemic, or other unavoidable cause, the inspection cannot be held within three months after the date at which the grant is due.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. *a.* The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

b. Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

c. The term managers includes,—

(1.) The School Board of any burgh or parish.

(2.) The managers of a public school appointed by a School Board under section 22 of the Education Act.

(3.) The managers of any school to which grants are made pursuant to Article 5*b*.

CHAPTER I.

BUILDING GRANTS.

16. It is provided by section 67 of the "Education (Scotland) Act, "1872," that—

"No parliamentary grant shall be made in aid of building, enlarging, improving, or fitting up any school, except in pursuance of a written application from a School Board, containing the information required by the Scotch Education Department for enabling them to decide thereon, and sent to the said Department on or before the 31st day of December 1873, but without prejudice to applications made prior to the passing of this Act (*6th August* 1872), being dealt with according to the existing laws; and with respect to any *parish* situated in the counties of Inverness, Argyll, Ross, and Orkney and Shetland, where a school rate of not less than ninepence in the pound on the rateable value of such parish has been levied, such grant as aforesaid may be made of an amount not exceeding 300*l*. for each school and 100*l*. for each teacher's residence, without regard to the amount contributed by the school board out of the school fund or otherwise, or by local subscription, towards the building, enlarging, improving, or fitting up such school or residence."

Subject to these conditions, aid is granted to school boards to build public schools (Article 6) upon the terms of Article 16 of the Code of 1878.

CHAPTER II.

ANNUAL GRANTS.

PART I.

SCHOOLS FOR CHILDREN.

SECTION I.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a.*) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b.*) The school is not carried on with a view to private emolument (Article 5*b*).

(*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

(*d.*) The principal teacher is certificated (Article 43), and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II. 5).

Exception :—

The teachers of evening schools need not be certificated if they are,—

(1.) Pupil-teachers who satisfy the conditions of Article 60; or,

(2.) Upwards of 18 years of age (Article 42), and approved by the inspector.

(*e.*) Notice is immediately given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The *first* grant to a school is, as a rule, computed from the date at which (1) the appointment of a certificated teacher is notified to, and approved by, the Department; *or* (2) the acting teacher passes the examination for a certificate (Article 44).

(*f.*) The girls are taught plain needlework† and cutting out as part of the ordinary course of instruction.

(*g.*) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67); accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character (Articles 67, 77, and 80) may be accepted as trustworthy.

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* In administering this Article the Department will endeavour to secure at least 80 cubical feet of internal space, and 8 square feet of area, for each child in average attendance; but in schools erected, since the 1st January 1874, with the aid of a building grant, the average attendance should not exceed the number of children for whom the plans were approved by the Department.

† This includes darning, mending, marking, and knitting; but no fancy work of any kind may be done in school hours. *See* Schedule III., which contains a scheme of instruction in needlework, recommended for adoption in aided schools.

(*h.*) Three persons have designated one of their number to sign the receipt for the grant.

Exception :—

The treasurer of a school board signs the receipt for grants to schools under the management of the board.

(*i.*) The income of the school is applied only for the purpose of * public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A second inspection, by another inspector is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

Grants to Day Schools.

19. The managers of a school which has met not less than 400† times, in the morning and afternoon, in the course of a year, as defined by Article 13, may claim at the end of such year—

A. The following sums per scholar, according to the average number in attendance throughout the year (Article 26).

(1.) 4*s.*

(2.) 1*s.* if singing forms a part of the ordinary course of instruction.

(3.) 1*s.* 6*d.*, if the inspector reports that the organisation and discipline are *excellent ; or,* 1*s.* if he reports that they are *good.*

The inspector will bear in mind, in reporting on the organisation and discipline, the results of any visits without notice (Article 12) made in the course of the school year ; and will not interfere with any method of organisation adopted in a Training College under inspection if it is satisfactorily carried out in the school. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

B. For every scholar, present on the day of examination (Article 11), who has attended (Article 23) not less than 250† morning or afternoon meetings of the school :—

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* *See* Elementary Education Act, 1876, sections 20 and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject employed by the managers of several schools ; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, or any outlay on the premises beyond the cost of ordinary repairs, or for other purposes not recognised by the Department as educational. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

† *Exceptions :—*

i. If a school is employed for the purpose of taking the poll at a *Parliamentary election*, under section 6 of the Ballot Act, 1872, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up,—

1. The 400 meetings of the school ; or,

2. The 250 attendances of any scholar who was under instruction in the school the week before it was occupied for election purposes.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13) ; *or*, if a school has been closed during the year, under medical authority, on account of a local epidemic, or for any unavoidable cause, a proportionate reduction is made for the number of meetings (400) and attendances (250) required by this Article.

1. If above four, and under seven, years of age at the end of the year (Article 13),—
   (*a.*) 8*s.* if the infants are taught as *a class* of a school suitably to their age, and so as not to interfere with the instruction of the older children; *or*
   (*b.*) 10*s.* if the infants are taught as a separate department by a certificated teacher of their own, in a room properly constructed and furnished for their instruction.
2. If more than seven years of age, subject to examination, Articles 28, 29—
   (*a.*) 3*s.* for each pass in reading, writing, or arithmetic; *or*
   (*b.*) 4*s.* for each such pass in an infant school* or department (Article 19 B. 1. *b.*).
3. No grant will be paid for any scholar who passes in only *one* of these three subjects (Article 29*b.*).
4. The results of the examination of each scholar will be communicated to the managers.
5. No scholar who has made the prescribed number of attendances may (without a reasonable excuse) be withheld from examination.

   Exception :—

   The managers may withhold from examination, in the 1st Standard, children under eight years of age, of delicate health, or whose previous attendance at school has been short or irregular.

C. The following sums per scholar according to the average number of children, above 7 years of age, in attendance throughout the year (Article 26),—

1. 2*s.* if the scholars present on the day of examination, *in the classes* from which children are examined in Standards II. and III. show an intelligent and grammatical knowledge of the passages read.
2. 2*s.* if *the classes* from which children are examined in Standards IV.–VI., or in specific subjects (Article 21*b*), pass creditably in history and geography. *This grant will not be paid unless 15† per cent. of the scholars examined under Article* 19 *B.* 2 (*a.*) *are presented in Standard IV. and upwards.*
3. The extent of the examination is indicated by the passages printed in italics in Article 28. In districts where Gaelic is spoken the intelligence of the children examined under any paragraph of this Article (19) may be tested by requiring them to explain in Gaelic‡ the meaning of the passages read.
4. No scholar who has made the prescribed number of attendances, or has, at the date of inspection, been for six months on the register, may (without reasonable excuse for absence on the day of the inspector's yearly visit) be withheld from examination under this paragraph (C.); and one half of the children so examined must pass creditably.

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* *See* Supplementary Rules 8 and 9 (Fifth Schedule).

† This proportion will be raised (in the case of schools to which grants fall due on, and after, the 30th April) in 1880 to 20, and in 1881 to 25, per cent.

‡ Gaelic may be taught during the ordinary school hours, either by the certificated teacher, or by any person specially employed for the purpose.

5. The mode of examination (whether oral or on paper)* is left to the discretion of the inspector.

D. A special grant † of 10*l.* (or 15*l.*), subject to a favourable report from the inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making a reduction under Article 32 (*a.*).

(*a.*) In thinly peopled districts where the number of scholars that can be brought together at one centre is less than 15, children living more than four miles from any aided school, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector on the day of his annual visit to the central school, the managers of such school may claim a double grant on their account under Article 19, B. 2.

(*b.*) When the number of scholars so instructed by one such teacher, and presented to the inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

E. The sum of 40*s.* (or 60*s.*) in respect of each pupil-teacher‡ required by Article 32 (*c.*), who satisfies fairly (or well) the conditions of Article 70 (*e.*).

20. 150 attendances (Article 23) qualify for examination—

(*a.*) Scholars under any half-time Act.

(*b.*) Scholars above 10 who have passed the 3rd Standard,§ and are certified by the managers to be beneficially employed at work when not at school.

(*c.*) Scholars residing two miles or upwards from the school.

21. If the time table of the school has provided for the continuous teaching throughout the year of one or more specific subjects of secular instruction according to the table in Schedule IV.—

a. A grant of 4*s.* per subject may be made for every day scholar, presented in Standards IV.–VI. (Article 28) who passes a satisfactory examination in not more than *two* of such subjects.

b. Any scholar who has previously passed in Standard VI. may be presented for examination in any *three* of such specific subjects.

c. No payment will be made under this Article if less than 75 per cent. of the passes attainable in the Standard Examination by the scholars presented for examination (Article 28) has been obtained.

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* Examination on paper will, as a rule, be confined to scholars in Standard VI.

† *See* Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

‡ This grant should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

§ *See* Minute of 16th December 1878.

d. No grant may be claimed under this Article on account of any scholar who has been examined, in the same subject, within the preceding year, by the Department of Science and Art.*

e. A scholar may not be examined a second time in the same stage of a specific subject; nor, after being examined in a subject, may the scholar change it for another, before completing the first.

f. Every girl presented under this Article *after the* 31*st of August* 1880† must take both branches of domestic economy (Schedule IV., column 14); but a grant of 2*s.* will be made for a pass in either branch.

Grants to Evening Schools (*Articles* 106–112).

22. The managers of a school which has met not less than 45 times in the evening, in the course of a year, as defined by Article 107, may claim (Articles 108 and 109),—

(*a.*) The sum of 4*s.* per scholar, according to the average number in attendance throughout the year (Article 26).

(*b.*) For every scholar who has, in the year, been under instruction in secular subjects for not less than 40 hours during evening meetings of the school, 7*s.* 6*d.*, subject to examination (Article 28), viz., 2*s.* 6*d.* for passing in reading, 2*s.* 6*d.* for passing in writing, and 2*s.* 6*d.* for passing in arithmetic.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,‡ if above, or one hour and a half§ if under, seven years of age; nor attendance at an evening meeting for any scholar who has been under similar instruction less than one hour.

(*a.*) Between the 1st of November and 1st of March, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together, of any day on which the school is open for five hours.

24. Attendance of boys at military drill, under a competent instructor, or of girls at lessons in practical cookery, approved by the inspector, may, in a day school, be counted as school attendance for not more than 40 hours in the year, and (*in the case of drill*) two hours a week.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18, or, in an evening school, under 12 or above 21, years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

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* *See Science Directory, Section LI.* "No pupil in an elementary school, receiving aid from the Education Department, Whitehall, may be presented for examination by the Science and Art Department in any subject of science who has not passed Standard VI. of the Scotch Code: nor who has been examined within the preceding six months in the same subject by Her Majesty's Inspectors."

† Up to this date the corresponding Article of the Code of 1878 remains in force.

‡ This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or of 5 to 10 minutes in a shorter meeting.

§ Not including any time allowed for recreation.

27. In calculating the average number in attendance, the attendances of half-time scholars reckon for no more than those of other scholars.

Standards of Examination.

28.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.*	Easy book not confined to words of one syllable.	Reading, *with comprehension*, easy narrative. *The scholar to point out the nouns in the passage read.*	Improved reading of plain narrative. *The scholar to show comprehension of the meaning of the sentences read, and to point out the nouns, adjectives, and verbs.*	Reading intelligently a passage from some history book in use in the school, with parts of speech and explanation of the passage read.	Reading with expression a short passage of prose or of poetry with explanation, grammar, and elementary analysis of simple sentences.	Reading, with improved expression, explanation, and grammatical analysis, of passages selected by the Inspector.
Writing.	A line from the same book, copied in large or half-text, on slates or in copybooks, at option of managers.	(*a*) A short sentence, of not more than three lines, from the same book, dictated slowly word by word. (*b*) Writing large or half-text; copybooks to be submitted.	(*a*) Five lines from the same book, dictated slowly by a few words at a time. (*b*) Fair small-hand, with capital letters, and figures, to be shown in copybooks.	(*a*) Eight lines dictated slowly from the same book. (*b*) Improved small-hand, to be shown in copy-books.	Writing from memory the substance of a short story or narrative read out twice by the Inspector; spelling, grammar, and handwriting to be considered. *N.B.*—An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.	A short letter on a subject to be prescribed by the Inspector. The form of composition, spelling, grammar and handwriting to be considered.
Arithmetic.†	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given.	Notation and numeration up to 10,000. The Multiplication Table to 5 times 12. Simple addition and subtraction of numbers of not more than ten figures. In addition, not more than eight lines to be given.	Notation and numeration up to 1,000,000. Four simple rules. Money and time tables.	Compound rules (money) and reduction (common weights and measures).‡ Aliquot parts of a pound sterling.	Practice, bills of parcels, and simple proportion.	Proportion, vulgar and decimal fractions.
History and Geography.				*Outlines of the History of Scotland, from Robert the Bruce to the Union of the Crowns. General outline of the Geography of Scotland.*	*Outlines of the History of Great Britain from the Union of the Crowns to the death of George III. Geography of Scotland, with special knowledge of the county in which the school is situated, and map drawing of it.*	*More detailed knowledge of the history in Standard V., with special knowledge of anyhistorical events connected with the district in which the school is situated. Geography (with map drawing) of British Isles. Continental divisions of the world.*

N.B.—As to the words printed in italics, *see* Article 19. C. 3.

* Reading will be tested in the ordinary class books, if approved by the Inspector; but these books must be of reasonable length and difficulty, and unmarked. If they are not so, books brought by the Inspector will be used. Every class ought to have two or three sets of reading books. The class examination (Article 19. C. 1, 2) will be conducted so as to show the intelligence and not the mere memory of the scholars.

† The work of girls will be judged more leniently than that of boys; and the Inspector may examine scholars in the work of any standard lower than that in which they are presented.

‡ The "weights and measures" taught in schools should be only such as are really useful; such as Avoirdupois Weight, Long Measure, Liquid Measure, Time Table, Square and Cubical Measures, and any measure which is connected with the industrial occupations of the district.

29. Scholars may not be presented a second time for examination—
(*a.*) under a lower Standard ; *or*,
(*b.*) under the same Standard, unless they fail to pass in more than one subject in that Standard (Article 19 B. 3).

30. }
31. } *Suspended Articles.*

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19 to 22) may be reduced,—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 13), by its excess above the income of the school from all sources whatever, other than the grant; *provided that* this reduction is not to bring the grant below 17*s.* 6*d.* per scholar.*

Exception.

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, and Orkney and Shetland, "where a School rate " of not less than 3*d.* in the pound, on the rateable value of " the parish has been levied," (Education Act, sec. 67.) this Article will not be enforced.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the inspector's report, for faults of instruction, discipline, or registration, on the part of the teacher, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—

1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 40 (or fraction of 40) scholars over three years of age in average attendance, after the first 60,—
   A deduction, at the rate of 1*l.* for the year will be made on account of each of the first 20 scholars out of every 40 for whom a pupil-teacher is required but not provided.†
2. A certificated (Article 43) assistant teacher, or an assistant fulfilling the conditions of Article 79, is equivalent to two pupil-teachers.
3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching sewing, is, if approved by the inspector, accepted as equivalent to a pupil-teacher.

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* *See* Elementary Education Act, 1876, sections 19 (1) and 53.

† According to this rule,—
(1.) No pupil-teacher is required for the first 60 scholars.
(2.) One pupil-teacher is required for any number of scholars between 61, and 100, inclusive.
(3.) Two pupil-teachers are required for 101 to 140 scholars, and so on.

(*d.*) By one twelfth for each month of interval between the employment of two certificated teachers (Article 17 *d.*). This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

33. If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (*c*).

School Diary or Log-Book.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17*g*),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify ordinary progress, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., which may require to be referred to at a future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the inspector's report, after his annual visit, or any visit made without notice, and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the* ——*class*, or *pupil-teacher of the* ——*year*, or *assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the inspector's report. The correspondent of the managers must sign this entry, which settles the school staff for the year.

40. The inspector will call for the log-book and portfolio at every visit and will report whether they appear to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

Section II.

Teachers referred to in the preceding Section.

41. The recognised classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

42. Lay persons alone can be recognised as teachers; but this condition will not apply to any person to whom a certificate is granted under Article 66.

Certificated Teachers.

43. Teachers in order to obtain certificates, must be examined (Article 44), and must undergo probation by actual service in school (Article 51).

Examination for Certificates.

44. Examinations are held in December of each year at the several training colleges under inspection (Article 100), and at such other centres as may be necessary.

45. A syllabus of the subjects of examination for male and female candidates respectively may be had on application to the Department (Article 14).

46. The names of candidates who desire to be examined must be notified to the Department (Article 14) before the first day of October preceding the examination.

47.* The examination for certificates is open to,—

(*a.*) Students who have resided for at least one year in training colleges under inspection; *or*,

(*b.*) Candidates who are upwards of 21 years of age, and have either—

1. completed an engagement as pupil-teacher satisfactorily;
2. obtained a favourable report from an inspector; *or*,
3. served as assistants, for at least six months, in schools under certificated teachers.

(*c.*) Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,† for not less than *three* months, in an aided school, approved by an inspector, satisfy such inspector of their practical skill as teachers.

Candidates under sections (*a.*) and (*b.*), who at the time of the examination are not teachers of schools to which annual grants are or may be made, must be recommended by the authorities of their college, or by the managers of the school in which they last served.

48. Teachers attending the examination may at their option take the papers of the first or second year's students (Article 102).

48. (*a.*) Graduates (Article 47*c*) are not required to take any papers save those on School management, which will include questions to test their knowledge of elementary subjects‡ and the methods of teaching them.

49. A list is published showing the successful candidates, arranged in four divisions in the first year, and three divisions in the second year.

50. The relative proficiency of the candidates according to examination, and the nature of the professional training (Article 47) which they have received, are recorded upon their certificates.

Probation.

51. Candidates for certificates, after successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favourable reports from an inspector, with an interval of one

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* This Article (read with Article 79) shows how persons who have not been pupil-teachers may qualify themselves for employment as teachers of public or State-aided schools.

† This course may be taken (1) after graduation; (2) in the interval between two University sessions; or (3) during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for 12 weeks.

‡ *See* Article 28, and First Schedule (Columns 4-7).

year (Article 13) between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required. If the second (or third) report is favourable a certificate is issued.

52. Teachers under probation satisfy the conditions which require that schools be kept by certificated teachers.

Certificates.

53. Certificates are of four classes. No certificate is originally issued above the second class. The fourth (lowest) class includes special certificates for teachers of infants, and of small schools.

Certificates of the First and Second Class.

54. Candidates who are placed by examination in the first division of the second year (Article 49), and graduates examined under Article 47 (*c*), receive certificates of the second class, which can be raised to the first class by good service only.

(*a.*) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

Certificates of the Third Class.

55. Candidates who are placed by examination in the second or third division of the second year, or in one of the first three divisions of the first year (Article 49), receive certificates of the third class, which can be raised (Article 54 (*b.*)) by good service only.

Certificates of the Fourth Class.

56. Candidates who are placed by examination in the fourth division (Article 49) receive certificates of the fourth class.

57. Certificates of the fourth class do not entitle the teachers to have the charge of pupil-teachers.

58. Certificates of the fourth class can be raised only by examination.

59. *During the period ending* 31*st December* 1879, certificates of the *fourth* class may be granted, without examination, upon the report of an inspector, to acting principal teachers who satisfy the following conditions:—

1. They must, at the date of the inspector's report,—
   - (*a.*) be above 25 years of age;
   - (*b.*) have been in charge of schools for at least five years; and
   - (*c.*) present certificates of good character from the managers of their schools.
2. The inspector must report,—
   - (*a.*) That they are efficient teachers;
   - (*b.*) That not less than 20 children, who had been under instruction in their schools during the preceding six months, were individually examined (Article 28); and
   - (*c.*) That at least 15 of the "passes" of these scholars in reading, writing, or arithmetic, were made in the second or some higher standard.

59 (*a.*). If the inspector reports that the results of the examination under Articles 19 and 21 show that a teacher is thoroughly efficient, the certificate granted under this Article may be of the *third* class; but

it will be withdrawn or reduced (Article 69) if the teacher fails to instruct his, or her, pupil-teachers properly.

59 (*b.*). In schools attended by infants only (under 7 years of age), the conditions of Article 59, 2, (*b.* and *c.*) are not required to be fulfilled.

59 (*c.*). In schools having a total population of less than 100 souls within three miles of them, for which no other school is available, the conditions of Article 59, 2, (*b.* and *c.*) are not required to be fulfilled.

N.B.—Certificates under Articles 59 (*b.*) and 59 (*c.*) are granted to women only, and do not qualify the holders (Article 17 *d.*) of them for the charge of schools of any other class.

59. (*d.*) Graduates of a Scotch University who have satisfied an inspector of their practical skill as teachers of the subjects specified in Article 28 will, *up to the* 1*st December* 1879, be recognised as provisionally certificated (Article 61 (*a.*)) in the third class, from the date at which they take temporary charge of a public or State-aided school, on condition that they attend (Article 47 *c.*) the next examination for certificates (Article 44). If they fail to attend that examination (or to pass it successfully), the provisional certificate will be cancelled as from the 1st of January (or 1st of March) following the date of the examination.

60. Pupil-teachers who have completed their engagement with credit, and who have passed satisfactorily either the examination for the close of their engagement (Schedule I.) or (Article 94) that referred to in Article 91 may, if specially recommended by the inspector,* on the ground of their practical skill as teachers, be provisionally certificated in the fourth class for immediate service in charge of schools which have an annual average attendance of not more than 60† scholars.

61. After their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 43) or are *ipso facto* cancelled.

61 (*a*). The provisional certificate is confined to an entry of the pupil-teacher's name in a register kept by the Department, and does not involve the issue of any certificate to the pupil-teacher.

62. The managers of several schools may combine to employ an Organizing teacher to superintend the Certificated teachers of these schools (*see footnote to Article* 17 (*i.*)).

Future Rating of Existing Certificates.

63 (*a.*). Existing certificates of the first or second class are rated as of the first or second class.

(*b.*) Existing certificates of the third class, and infant school certificates of the first class, are rated as of the third class.

(*c.*) Existing infant school certificates of the second class are rated as of the fourth class.

64. Certificates of the second or third class will be open to revision at the end of 10 years from the date of their issue, or of their last revision.

65. The class of any certificate not yet issued will be fixed by Articles 54, 55, and 56.

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* The managers are informed (Article 39) at the close of a pupil-teacher's engagement, whether the pupil-teacher can be provisionally certificated under this Article.

† If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff (Article 39).

Certificates for acting Teachers of Public Schools. (*Education Act,* 1872, *Sec.* 56.)

66. A certificate will be granted on the following conditions, to every person not already certificated, who at the date (*6th August* 1872) of the passing of the Scotch Education Act, was—

The *principal* teacher of a public school, as defined by that Act; or

Teacher in a burgh school and a member of the council of a Scotch University (Education Act, s. 56.) :—

(1.) Such persons being graduates, or members of council, of a Scotch University, will, if they are above 30 years of age, and have been employed as teachers for 10 years, receive certificates of the *first* class.

(2.) If, being graduates, or members of council, they are under 30 years of age, or have served as teachers for less than 10 years, they will receive certificates of the *second* class, which will be subject to Article 54 (*b.*).

(3.) In all other cases the certificates will be of the *third* class (Article 55) for *male*, and of the *fourth* class (Article 56) for *female* teachers, and will be subject to Articles 57 and 58.

(4.) The certificates will be issued on a favourable report from an inspector, on any public school, to which grants are or may be made, under the charge of such teacher.

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The inspector reports of each school visited by him whether it is efficient in organisation, discipline, and instruction.

69. A certificate may, at any time, be recalled, suspended, or reduced if the certificate or report under Articles 67 and 68 is not satisfactory; but not until the Department has, through the managers, given the teacher an opportunity of explanation.

Pupil-teachers.

70. Pupil-teachers are boys or girls employed to serve in a day* school on the following conditions, namely :—

(*a.*) *That the school* is reported by the inspector to be—

1. Under a duly certificated teacher (Articles 43 and 57).
2. Held in suitable premises (Article 17. *c.*).
3. Well furnished and well supplied with books and apparatus.
4. Properly organised and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 14 years (completed) of age at the date of their engagement.

(*c.*) Be of the same sex as the certificated teacher under whom they serve; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out of school hours (Schedule II. 5), on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 11).

* Pupil-teachers may not be employed in an evening school.

(*e.*) Pass the examinations and produce the certificates specified in Schedule I.*

(*f.*) *That the managers* enter into an agreement in the terms of the memorandum in the Second Schedule to this Code. A copy of this memorandum is sent to the managers for every candidate approved by the Department, and unless duly completed does not satisfy Article 32 (*c*).

(*g.*) That not more than *three* pupil-teachers are engaged in the school for every certificated teacher serving in it.

(*h.*) When the average attendance exceeds 220, a second adult certificated or assistant (Article 79) teacher will be required.

(*i.*) Two *stipendiary monitors* will be allowed—

1. In place of a *fourth* pupil-teacher required by Article 32 (*c*); or
2. If less than four pupil-teachers are required by Article 32 (*c*), to fill, for two years, the place of *one* of them.

(*k.*) *Stipendiary monitors* must—

1. Be not less than 12 years of age at the date of their appointment;
2. Be recommended by the Inspector, at his annual visit, (Article 11), after then passing the examination in reading, writing, and arithmetic for Standard IV., V., or VI.
3. Pass the examination for the next higher Standard or (if admitted from Standard VI.) in the Standards generally, and in one or more specific subjects (Article 21) at the end of their first year;
4. Be paid a stipend fixed by the managers;
5. Assist for not more than three hours each day in the school, receiving during the rest of the school hours special instructions either by themselves or in one of the higher classes of the school.

71. The Department is not a party to the engagement and confines itself to ascertaining, on the admission of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher or stipendiary monitor which occur in the course of any year (Article 13) must not be filled up until after the next examination by the inspector.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as *temporary monitors*, and the memorandum of agreement (Article 70*f*) will not be issued by the Department to the managers until the inspector's report has been examined.

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* A pupil-teacher whose success (Article 94) at the examination for admission to a training college is announced before the date of the examination for the close of the last year of his (or her) engagement, need not attend the latter examination for the purposes of Article 19 E, 60, or 79.

75. *Temporary monitors* engaged by the week, pursuant to Article 74, for the supply of vacant pupil-teacherships during a current year (Article 13), satisfy Article 32 (*c*), provided—

(*a.*) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination for admission (Article 77) to permanent engagements; and

(*b.*) That the vacancies are reported to the Department as soon as they occur, and have been occasioned by causes which are accepted by the Department as satisfactory.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 13) works a forfeiture under Article 32 (*c*).

77. The qualifications and certificates required of candidates for admission, and of pupil-teachers in each year of their service, are regulated by the First Schedule annexed to this Code.

Pupil-teachers who have successfully completed their Engagement.

78. At the close of their engagement* pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may become assistants in schools (Article 79), or may be examined for admission into a training college (Article 91), or may be provisionally certificated for immediate service in charge of small schools (Article 60).

Assistant Teachers.

79. Pupil-teachers who have completed their engagement with credit, (having passed satisfactorily either of the examinations referred to in Article 60) and candidates, not having been pupil-teachers (Article 93*c*), who have passed with success (Article 94) the examination referred to in Article 91, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.

80. Such assistants cease to fulfil the conditions of Article 32 (*c*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 13) may be supplied by the appointment of temporary monitors, pursuant to Articles 74, 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

82 (*a*). Assistants are counted as part of the school staff (Article 39) from the date at which their appointments are notified to, and approved by, the Department.

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* Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement (Article 70 *f*), will not be recognised under Article 60 or 79.

PART II.

TRAINING COLLEGES.

SECTION I.

83. A training college includes—

(*a.*) A college for instructing candidates for the office of teacher;

(*b.*) A practising school, in which such students may learn the exercise of their profession; and

(*c.*) In some cases, a hall in which the students are boarded and lodged.

84. No grant is made to a training college unless the Department is satisfied with the premises, management, and staff.

SECTION II.

GRANTS TO TRAINING COLLEGES.

85. Annual grants are made to practising schools (Article 83*b.*) on the same conditions as to other schools.

86. Grants are placed to the credit of each college of 100*l.* for every master, and of 70*l.* for every mistress who, having been trained in such college as a Queen's scholar (Article 96) during two years—

(*a.*) completes the prescribed period of probation (Article 51), and becomes qualified to receive a certificate as a teacher in a school to which annual grants may be made, or in a training college;

(*b.*) is reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories.

87. Teachers who have been trained for one year only may obtain certificates after probation (Article 51), or may be reported by the proper department, upon the same terms as others; and grants, of half the amounts specified in Article 86, may be placed to the credit of the colleges in which they were trained, provided—

(*a.*) they completed their training before 1st January 1864; *or*

(*b.*)* are teachers of infants, having—

1, received a complete and special course of training for that service in their colleges, which must have been previously recognised by the Department as providing such a course; and

2, undergone their probation in infant schools.

88. The annual grant to each college is paid out of the sums standing to its credit (Articles 86, 87) at the beginning of the year, after the adjustment under Article 90 (*c*)

Exception:—

This Article is not applied to a college for the first five years during which grants are made to it.

89. The grant must not exceed—

(*a.*) 75 per cent. of the actual expenditure of the college for the year, approved by the Department and certified in such manner as the Department may require.

(*b.*) 50*l.* for each male, and 35*l.* for each female, Queen's scholar (Article 96), attending for continuous training throughout the year for which it is being paid.

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* This Article is cancelled in respect of teachers trained after the year 1878.

90. The annual grant to each college is paid as follows :—

(*a.*) An instalment of 12*l.* (males), or 8*l.* (females) is paid on 1st March, 1st June, and 1st September, in respect of every Queen's scholar (Article 96) attending for continuous training throughout the year.

(*b.*) Part of the instalment of the 1st of September may be suspended, if payment of the full amount then due would cause the limit under Article 89 (*a*) to be exceeded.

(*c.*) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Department.

Section III.

Admission into Training Colleges.

91. An examination of candidates for admission is annually held at each college in summer, commencing at 10 a.m. on the first Wednesday after the 2nd of July (*9th July* 1879).

92. The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

93. The candidates are selected, and admitted to the examination, by the authorities of each college on their own responsibility, subject to no other conditions, on the part of the Department, than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 86 (*a*) or (*b*).

(*b.*) if pupil-teachers, have successfully completed their engagement, or will do so before the next following examination, under Article 91.

(*c.*) not having been pupil-teachers, will be more than 18 years of age on the 1st of January next following the date of the examination. This article will apply to pupil-teachers whose engagement may have been determined under section 6 of the memorandum of agreement (Article 70*f.*), without discredit to themselves, and for reasons approved by the Department.

94. The successful candidates are arranged in *three* classes in order of merit.

94. (*a.*) A place in the *third* class qualifies for employment as an assistant teacher (Article 79); but not for admission to a training college, or for a provisional certificate (Article 60).

95. The authorities of each college may propose to the Department for admission any candidate declared to be admissible pursuant to Article 94.

96. Such candidates when admitted are termed *Queen's scholars.*

97. Before candidates are admitted—

(*a.*) The medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 93 (*a*).

98. The authorities of each college settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Department will refuse to grant teacher's certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

Section IV.

Examination of Students in Training Colleges.

100. An examination of the students is held in December at the several colleges. This examination will commence in 1879, on Monday the 15th of December, at 3 p.m.

101. No student may be presented for examination except such as, at the date of their admission, satisfied Article 93, and have been under instruction throughout the whole year. No such student may be left out.

102 (*a.*). The students have a different examination according as they are males or females, or are at the end of a first or second year of training.

(*b.*) Queen's scholars (Article 96) may, with the consent of the authorities of their training college, attend during the *winter session* of each year of their instruction in such college, one or more of the classes in a Scotch University, prescribed for graduation in Arts or Science. If they attend any of these classes the authorities of the training college may, during the university session, dispense with their attendance at college, each day for such time as they may deem necessary.

(*c.*) The examination for certificates, in the subjects taught in these classes, will be conducted by a board of examiners composed of professors in the Scotch Universities and Her Majesty's Inspectors of Schools.

(*d.*) Those candidates who at the examination (Article 91) for admission pass with credit in certain subjects (Latin, Greek, and Mathematics) will be specially indicated in the class list (Article 94); and the university fees (*b*) of such of them as become Queen's scholars may be treated as part of the college expenditure under Article 89.

103. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

104. Students who pass successfully through two years of training receive special mention thereof (*stamp*) on their certificates.

105. Students of the first year who fall into the fourth division (Article 49) are required to take up the first year's subjects again at the end of their second year.

Part III.

SPECIAL PROVISIONS.

Evening Scholars.

106. The managers of any school to which annual inspection has already been promised (Article 11) may apply in writing, before the 1st of January, to *the Inspector of the district* for an examination of their evening scholars (Article 22). This application must be renewed annually to the Inspector.

107. Only one examination is held per annum of evening scholars in the same school, and it may be held on any day, between the 1st of January and 30th of April, that may be arranged with the Inspector, provided that the school has met the required number of times (Article 22) since the date of the last examination.

108. *If the evening school is connected with a day school, in receipt of annual grants, and the accounts of the two schools are kept as one account* the grant for the examination of the evening scholars is paid as part of the next annual grant to the whole school (Article 13).

109. *If the evening school is not connected with a day school, in receipt of annual grants, or being so connected has a distinct and separate account,* the grant is paid as soon as possible after the 30th of April; at which date, in such cases, the evening school year is considered to end.

110. The Inspector may make arrangements for the examination, at some convenient centre, of the evening scholars of several schools.

111. A separate examination will not be held for any school, unless 20 scholars are to be presented to the Inspector. If less than 20 scholars are to be presented, they can be examined only at a collective examination (Article 110), or at the same time with the day scholars. The number to be presented must be stated in the managers' annual application (Article 106) to the Inspector.

112. The Inspector may either hold the examination himself, or entrust it to an assistant approved by the Department.

Certificates of Proficiency under the Education Acts, 1872 *and* 1878, *or under any Labour Act.*

113. Certificates of proficiency will be granted after an examination held by one of Her Majesty's Inspectors of schools, or his assistant. No separate examination of individual children will be held for the purpose.

113 (*a*). The Inspector, after his yearly visit (Article 11) to a school, will grant such certificates as may be required for children who have reached the standard prescribed* by, or pursuant to the provisions of the Education (Scotland) Acts, 1872 and 1878, the Factory and Workshop Act, 1878, or any other Act regulating the education of children employed in labour.

113 (*b*). Certificates will be issued for those scholars only who pass in all the three subjects in the prescribed standard, or in a higher standard.

114. For the purpose of these certificates, the Inspector, or his assistant will examine—

1. Any scholars in the school:
2. Other children, not being scholars in the school, allowed by the managers to attend the examination.

115. When the candidates for certificates of proficiency in a district, not being scholars in a public or other State-aided school, are more than 15 in number, application for a *special examination* may be made by the school board, subject to the following regulations:—

(*a.*) The application shall be sent *to the inspector for the district* not less than 20 days before the date at which it is desired that the examination should be held.

(*b.*) The school board must specify the number of children to be presented for examination, and must undertake,—

That all children within their district for whom certificates are needed, will be allowed to attend the examination; and—

That a convenient room will be provided for the examination on such day, and at such hour, as shall be fixed by the Inspector.

116. The special examination may also be attended by any child qualified by age *for full time employment* who, having failed to pass, at the examination of its school, in one or more of the three subjects in the *fifth** standard, wishes to be examined again for the purpose of obtaining a certificate.

See Minute of 16th December 1878.

116 (*a.*) A child cannot be examined a second time until three months have elapsed since the date of the examination at which it failed, and must on each occasion be examined in all the three subjects of the standard in which it is presented.

117. The Inspector will not grant certificates to individual children. He will forward to the managers of each school at which he has held an examination, and to the school board in the case of each *special examination*, a schedule showing the results of the examination of each child, and deputing the teacher of the school, or an officer of the school board, to grant certificates to such children as have passed successfully.

CHAPTER III.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity at the date (9 May 1862) when the minutes * relating to pensions were cancelled :—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

(*c.*) Have been employed continuously since the 9th of May 1862, as principal or assistant teacher in elementary schools, or in training colleges.

(*d.*) Be recommended by Her Majesty's Inspector, and the managers of the schools served in.

(*e.*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) Pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) Applications for a pension will be received only from the managers of the school in which the teacher is serving at the date of retirement.

(4.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(5.) Teachers who entered on the charge of a school before 1851, will be regarded, *cæteris paribus*, as having the first claim.

(6.) The maximum number and value of pensions receivable at one time, in England and Scotland together, will be as follows :—

		£
270	20 pensions of 30*l.* each	600
	100 pensions of 25*l.* each	2,500
	150 pensions of 20*l.* each	3,000
		6,100
	Donations or special gratuities (each year)	400
		£6,500

(7.) The pension will be paid half-yearly, on certificates proving identity, and good behaviour.

* Minutes of 25th August and 21st December 1846, and 6th August 1851.

CHAPTER IV.

REVISION OF CODE.

119. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

120. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

121. The schedules and notes annexed to the Code shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 119 and 120.

122. The changes in this Code will not affect annual grants falling due before the 30th of April 1879.

(Signed) RICHMOND AND GORDON,
Lord President of the Council.
GEORGE HAMILTON,
Vice-President of the Committee of Council on Education.

F. R. SANDFORD,
Secretary.
Scotch Education Department,
27th February 1879.

FIRST SCHEDULE - - - - -

Qualifications and Certificates of Pupil-teachers

—	1. Health.*	2. Character and Conduct.	3. Reading and Repetition.	4. English Grammar and Composition.
	N.B.—Copies of all these Certificates should be entered in the Log Book.			
For Admission (*or end of 1st Year if admitted before 1st May* 1878).	A medical certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	To read with fluency, ease, and expression.	The noun, verb, and adjective, with their relations in a simple sentence; and to write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose. [*In the following years, copy writing, one line of large hand and one of small hand will be required.*]
End of 1st (*or 2nd*) Year.	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	To read as above; and to repeat 50 consecutive lines of poetry with just expression and knowledge of the meaning.	The pronoun, adverb, and preposition, with their relations in a sentence; and to write from memory the substance of a passage of simple prose, read to them with ordinary quickness, or a short letter.
End of 2nd (*or 3rd*) Year.	Same as at end of first year, together with one from a medical practitioner.	Same as above - -	To read as above; and to repeat 40 consecutive lines of prose.	The conjunction, with the analysis of sentences; and to write full notes of a lesson on a subject selected by the inspector.
End of 3rd (*or 4th*) Year.	Same as at end of first year.	Same as above - -	To read as above; and to repeat 100 lines of poetry.	Recapitulation of the preceding exercises; the meaning in English of the Latin prepositions; and to write a letter, or to write from memory the substance of a longer passage than at the end of second year.
End of 4th (*or 5th*) Year.	Same as at end of first year.	Same as above - -	To read as above; and to repeat 80 lines of prose. N.B.—*The passages for repetition in prose and poetry must be of a secular character, and taken from some standard English writer, approved by Her Majesty's Inspector. The meaning and allusions if well known will atone for deficiency of memory.*	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language; and to write an original composition on some simple subject selected by Her Majesty's Inspector.

* Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

Female pupil-teachers, before admission, must produce a certificate from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework. A paper of questions on domestic economy is given to the female candidates at the examination for admission to Training Colleges (Article 91).

† At the examination for admission to Training Colleges (Article 91) marks will be given to candidates who have been pupil-teachers for their practical skill in teaching.

‡ For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to "The Secretary, Department of Science and Art, South Kensington, London W."

- - - - - FIRST SCHEDULE.

AT ADMISSION AND DURING THEIR ENGAGEMENT.

5. Arithmetic and Mathematics.		6. Geography.	7. History.	8. Teaching.†	9. Additional Subject.	10. Drawing.‡ *Optional.*	11. Music.§ *Optional.*
Male Pupil-teachers.	Female Pupil-teachers.				*Voluntary.*		
Practice and proportion (simple and compound).	Practice and bills of parcels.	The British Isles.	History of Scotland, from Robert the Bruce, to the Union of the Kingdoms.	To teach a class to the satisfaction of Her Majesty's Inspector.	1. A paper will be set at the examination for admission to training colleges (Articles 91, 92) in— 1. Latin. 2. Greek. 3. French. 4. German. 2. This paper will contain grammatical questions and easy passages for translation from and into English.	1. Pupil - teachers who during their engagement successfully work exercises in freehand, geometry, perspective, model, and blackboard drawing are credited with marks in any future examination under Articles 44, 91, or 100. 2. The exercises may be worked in any order, except that pupil-teachers cannot be examined in blackboard drawing till they have passed in all the other subjects. 3. Examinations are held— (1.) In *March* at the elementary schools in which drawing is taught. (2.) In *May* at the Schools of Art and Art Classes connected with the Department of Science and Art 4. Pupil - teachers, engaged in schools at which drawing is taught by a qualified teacher should be examined at their own schools in March. Pupil - teachers engaged in schools at which drawing is not taught, or at which no examination is held in March, and pupil - teachers attending Schools of Art or Art Classes may be examined in May. They cannot be examined *both* in March and May, nor on the occasion of H.M. Inspector's visit to their school. 5. Pupil - teachers may also, with the consent of the authorities of a Training College, be examined in blackboard drawing (*only*) at the examination held, towards the close of the year, at each of these Colleges.	The natural scale, and the intervals found in it. Shapes and relative values of notes and rests. Places of notes on the *treble* stave.
Vulgar and decimal fractions.	Proportion (simple and compound).	Europe - [*Maps to be drawn in this and the following years.*]	Outlines of British History, from the Union to the death of George III.	The same, and to show increased skill in instruction and discipline.	3. Marks will also be given to any candidate at that examination who, at one of the examinations held in May of each year by the Department of Science and Art,† has taken a first class in the elementary stage, or passed in the advanced stage of— 5. Mechanics. 6. Chemistry. 7. Animal Physiology. 8. Acoustics, Light, and Heat. 9 Magnetism and Electricity. 10. Physiography. 11. Botany. 4. Male candidates may obtain marks at the admission examination (Article 91) for any *two*, and females for any one, of these 11 subjects.		Relation of treble stave to *bass*. Places of notes on both. Simple - common, and simple-triple time.
Interest and Percentages; and Euclid, Book I.	Vulgar fractions.	The Colonies.	- - -	The same -			Scales and intervals altered by sharps and flats. Compound times.
Euclid, Book II., Algebra to Simple Equations (inclusive).‖	Decimal fractions.	Asia and Africa.	- - -	The same -			The minor scale in its diatonic forms.
Euclid, Book III., and Algebra, to Quadratic Equations (inclusive).¶	Interest, and recapitulation of the preceding rules.	America and the Oceans.	- - -	To satisfy Her Majesty's Inspector of power to conduct a division of the school, or manage grouped classes in the class-room and specially to give a collective lesson.	*Compulsory.* 5. All male pupil-teachers must choose *one* of the four languages specified above, and will be examined at the end of their 2nd, 3rd, and 4th years, according to the course laid down in Schedule IV. for the 1st, 2nd, and 3rd years of study in that language.		The minor scale in its chromatic forms, and the chromatic intervals found in it.

§ At the examination for admission to Training Colleges (Article 91) additional marks will be given to candidates who pass the following examination in practical skill.

1. Sounding single notes, or passages of two or more notes, in a given scale, from dictation; *or*, naming such notes sounded by the examiner.
2. Sol-fa-ing, or reading without musical intonation, a unison passage of one or more measures, in time; *or*, giving the time, names of such measure, or measures, recited by the examiner.

N.B.—Pupil-teachers may be examined at the end of any year in subjects prescribed for preceding years in columns 4, 5, 6, 7, and 11 of this Schedule.

‖ Addition, subtraction, multiplication, division, greatest common measure, least common multiple, fractions, square root, and simple equations of one unknown quantity, with easy problems which lead to them.

¶ The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities and quadratic equations involving one unknown quantity, with easy problems leading to them.

SECOND SCHEDULE.

I.—Form of Memorandum of Agreement (Article 70 *f.*).

(*N.B.—For use in Public Schools under the Management of a School Board. A similar Form is supplied by the Department for use in other Schools.*)

Memorandum of Agreement between the School Board of [1]_____ and [2]_____ herein-after called *the surety*, the [3]_____ of [4]_____ herein-after called *the pupil-teacher* and the said pupil-teacher.

The board, for themselves, and their successors, agree with the surety, h[5] _____ heirs and executors, and the pupil-teacher, as follows:—

1. The board agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in keeping the [6] _____ public school of the board, or any other public school of the board to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the pupil-teacher shall not serve therein less than three or more than six hours upon any one day, nor more than 30 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall begin on the first day of [7]_____ 18_____, and, subject to the proviso in paragraph 4, shall end on the last day of [8] _____ 18[9] ____, but if the pupil-teacher shall, with the consent of the other parties hereto, attend the examination for admission into Training Colleges (*or a Scotch University*) in July (*or October*) next preceding the last-mentioned date, this engagement may end on the 31st day of the month of December (*or of October*), next following such examination, provided the pupil-teacher then enters a Training College (*or University*).

3. The board will pay to the pupil-teacher as wages [10]_____ per [11] _____ in the first year, and this sum shall be increased by [10]_____ per [11]_____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the board for the unexpired remainder of any year after receipt of notice from the Scotch Education Department that the pupil-teacher has failed to pass the examination or to fulfil the other conditions of a pupil-teacher, according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case.

4. Provided always, that if the pupil-teacher fails to pass an examination for any year as specified in paragraph 3 of this agreement, this engagement shall, on the application of the Board, and with the consent of the Education Department, end on the last day of_____188__.*

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the pupil-teacher failed shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher of the said school, special instruction during at least five hours per week, of which hours not more than two shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during this engagement, or for admission to a training college pursuant to the said Articles.

6. The pupil teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the

[1] Insert name of the School Board.

[2] Insert names, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.

[3] Insert father, or other relation or friend of the pupil-teacher, as the case may be.

[4] Insert name in full of the pupil-teacher.

[5] Insert his or her.

[6] Insert name of the school.

[7] The month as defined by Article 11 of the Code.

[8] Insert name of preceding month.

[9] The term must be for four full years; or any less number of years, not under two, provided (*a*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b*) that the end of the reduced term of service fall beyond the candidate's 18th year (completed).

[10] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[11] Insert week, or as the parties may agree.

* One year later than the second date in paragraph 2.

part of the board or of the surety and pupil-teacher by a written notice of six months, or, in lieu of such notice, by the payment on the part of the board or of the surety and pupil-teacher of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as liquidated damages by the board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]_____ own part, and with the privity and consent of the surety.

[5] Insert his or her.

8. The surety agrees with the board and their successors, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof[12]

[12] Here insert a testing clause according to the form of the law of Scotland.

N.B.—1. This agreement must be executed *as follows, viz.:*—

(1.) By three members of the School Board, being the statutory quorum thereof.

(2.) By the surety.

(3.) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause, they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. An incomplete agreement does not satisfy Article 32 (*c.*) in the Code.

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 *b.*). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

II.—Form of New Agreement on Change of Managers.

(N.B.—*For use in Schools* not *under the Management of a School Board.*)

Memorandum of Agreement between[1] _____ within and herein-after described as *the Surety;*[2] _____ the persons within described as *the Managers;*[3] _____ and[4] _____ herein-after described as "the Managers."

1. The said Surety and the said[2] _____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said[5] _____ had been inserted therein and signed thereto, instead of the name of the said[6] _____

In witness whereof[7]

[1] *The surety* in the existing Memorandum.

[2] The Managers in the original Memorandum, and the Executors of any of them who are deceased.

[3] The name, description, and address of the new Manager or Managers.

[4] The name, description, and address of the present Managers, excluding such as will be no longer Managers, and including the new Manager or Managers.

[5] The new Manager or Managers.

[6] Deceased or outgoing Manager or Managers.

[7] Here insert a testing clause according to the form of the law of Scotland.

N.B.—This memorandum must be executed *by all the parties named in it, viz.:*—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c.*).

III.—Form for Cancelling Engagements of Pupil-teachers.

(*To be endorsed on the original Memorandum.*)

The within written Memorandum of Agreement is hereby cancelled by the undersigned parties.

In witness whereof*

* Here insert a testing clause according to the form of the law of Scotland.

N.B.—The cancellation must be executed by the same parties by whom the memorandum of agreement was executed, except that it is not necessary, in the case of Public Schools, that the same three members of the School Board should sign it.

THIRD SCHEDULE.

Needlework.

Infants' Department (Boys and Girls).

Lower Division.

Position drill, hemming (simple) on strips, beginning with black cotton, rising to red, and going on to blue.

Knitting—(2 needles). A strip 3 inches by 18 inches with cotton.

Upper Division.

Threading needles; hemming, simple and counter; seaming; felling; *pleating; fixing a hem.* Any garment which can be completed with the above stitches, *e.g.*, a child's plain pinafore or shift.

Knitting—(2 needles). A strip as above. (4 *needles*) *muffatees.*

Netting (for boys).

Girls' Department.

1st Stage. For children who have not been in an infants' department.

1. Hemming.—Strips in coloured cottons as in infants' department.

2. Hemming, simple and counter. Any garment which can be completed by the above, *e.g.*, a child's plain shift or pinafore.

Knitting.—2 needles. A strip, as above.

2nd Stage. For children who have not passed the Upper Division in infants' department.

Hemming; seaming; felling; pleating. Any garment which can be made with the above stitches, *e.g.*, an apron, or plain shift pleated into a band.

Knitting.—2 needles. Plain and purled rows alternately. A strip as above. 4 needles. Wristlets or muffatees.

3rd Stage. The junction of the two departments, girls and infants.

The work of previous stages, with greater skill; and with the addition of stitching; sewing on strings. Any garment which can be made with the above stitches, *e.g.*, a shift pleated into stitched band.

Herringboning.—A flannel petticoat.

Knitting.—4 needles. Plain and purled alternately, *e.g.*, socks *and girls' stockings.*

Darning and simple marking, on canvas.

4th Stage.

The work of previous stages, with greater skill; and gathering; stroking; setting in; marking on coarse material; button-holing; sewing on buttons. Any garment which can be made showing all the above stitches, *e.g.*, a plain night-shirt.

Herringboning.—Any garment which will show this stitch.

Cutting out.—Any plain garment such as the children can make up to this stage.

Plain darning and mending.—Stockings; garments; patching old garments.

Knitting.—4 needles, *e.g.*, a full sized youth's sock and girls' stockings.

5th Stage.

The work of previous stages, with greater skill; and tucks run; whipping; setting on frills; marking on finer material. Any garment which can be finished by the above stitches, *e.g.*, a night-dress, man's shirt, or girl's frock.

Knitting.—4 needles. A full sized boy's "knickerbocker" stocking.

Darning.—Plain *and Swiss* darning; stockings. Patching and darning garments in calico and flannel.

Cutting out.—Any garment such as the children can make up to this stage.

6th Stage.

The work of previous stages, on finer material, and with greater skill; and *knotting; feather stitch.*

Knitting.—4 needles. A long full-sized stocking with heels thickened.

Darning.—Plain and Swiss darning and grafting stockings. Patching and darning garments in any material.

Cutting out.—Any under garment ordinarily required in the families of children attending elementary schools.

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1. The work printed in italics is optional.
2. Garments must be worked in each stage, but not necessarily those specified in this schedule, which are mentioned merely as examples.
3. Girls should fix their own work in the earlier stages, and must do so in the fourth and higher stages.
4. The classes for needlework need not be the same as for the standard work of the Code (Article 28). Scholars should be passed into a higher division, or stage, as soon as ready for it.

Pupil Teachers (Girls).

In schools to which grants fall due *after* 31*st March* 1879, pupil-teachers of the first year (or of the second, if previously engaged for five years) will be expected to work well, and to be able to teach all that is required in the first three stages; and to advance a stage in each successive year of their engagement. After the 31st of March 1880, some further special work will be prescribed for pupil-teachers in each year.

FOURTH

TABLE of SPECIFIC SUBJECTS of

*	1. Mathematics.	2. English Literature and Language.†	3. Latin.	4. Greek.	5. French.	6. German.	7.‡ Mechanics.
1st stage	Algebra, notation, addition, subtraction, Euclid, book I., prop. 1 to 15, inclusive.	Two hundred lines of poetry, got by heart, with knowledge of meaning and allusions.	Grammar, to the end of regular verbs.	Grammar, to the end of regular verbs.	Grammar, to end of regular verbs. Ten pages of a French vocabulary.	Grammar, to end of regular verbs. Ten pages of a German vocabulary.	Matter in three states: solids, liquids, and gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measurement as practised by mechanics. Production of a plane surface. Measures of length, time, and velocity.
2d stage	Algebra, to simple equations (*inclusive*). Euclid, book I.	Three hundred lines of poetry, not before brought up, repeated; with knowledge of meaning and allusions, and of the derivations of words. Writing a paraphrase of a passage of poetry from the lines repeated.	Irregular verbs and first rules of syntax. Knowledge of Delectus or other first Latin reading-book. Translation of simple sentences of English (three or four words) into Latin.	Irregular verbs and knowledge of some easy Greek reading-book. Translation of simple sentences (three or four words) into Greek.	Grammar and translation into English of easy narrative sentences. Ten pages of a French conversation-book approved by inspector.	Grammar, and translation into English of easy narrative sentences. Ten pages of a German conversation-book approved by inspector.	Matter in motion. The weight of a body, its inertia and momentum. Measures of force. The work done by a force. Meaning of the term "energy." Energy may be transferred but cannot be destroyed. Modern notions as to the nature of heat.
3d stage	Algebra, to quadratic equations (*inclusive*). Euclid, books I., II., and III. Elements of mensuration.	Three hundred lines of poetry, not before brought up, repeated; with knowledge of meaning and allusions, and some general knowledge of the history, construction, and etymology of the English language. Writing a letter or statement, the heads of the topics to be given by the inspector.	The Latin Grammar. Cæsar de Bello Gallico, book I. Somewhat longer sentences to be translated from English into Latin.	The Greek Grammar. Xenophon's Anabasis, book I. Somewhat longer sentences to be translated from English into Greek.	Grammar, and knowledge of some easy French book approved by inspector. Translation of conversational sentences into French. Tolerable correctness of pronunciation.	Grammar, and knowledge of some easy German book approved by inspector. Translation of conversational sentences into German. Tolerable correctness of pronunciation.	The simple mechanical powers, viz., (1.) The lever; (2.) the wheel and axle; (3) pulleys; (4.) the inclined plane; (5.) the wedge; (6.) the screw. Liquid pressure; the hydrostatic press; liquids under the action of gravity. The parallelogram of velocities. The parallelogram of forces—examples commonly met with. N.B.—*Instruction in this subject should be purely descriptive and experimental.*

* The three stages of such of these subjects as admit of it may be taken in any order.

† *Poems of some length should preferably be selected.* A list of the passages proposed to be learnt in any year should be prepared, before Her Majesty's Inspector pays his annual visit at the end of the preceding year, and submitted to him by the managers for approval.

‡ In schools to which grants fall due up to the 31st of August 1880, the examination in this subject will be regulated by the Code of 1878.

SCHEDULE.

Secular Instruction. (See Art. 21.)

8. Chemistry.	9.‡ Animal Physiology.	Physics. 10. Light and Heat.	Physics. 11. Magnetism and Electricity.	12. Physical Geography.	13. Botany.	14.‡ Domestic Economy. First Branch.	14.‡ Domestic Economy. Second Branch.
Elementary and compound matter. Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury, and rust of iron.	The build of the human body. Names and positions of the internal organs. The properties of muscle.	General notions respecting the formation of shadows, and the reflection of light. The formation of images by a looking glass. The three modes in which heat may be conveyed from one place to another. Effects of heat; expansion, melting, boiling, and evaporation.	Attraction, repulsion, and polarity, as illustrated by the magnet. Terrestrial magnetism, and the mariner's compass.	The nature of a river or stream, whence it is supplied, and what becomes of it. Evaporation and condensation. Rain, snow, and hail, dew and mist. The atmosphere and its composition. Winds. An explanation of the terms river-basin, and watershed. The boundaries of the great river-basins of Scotland.	Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants.	Clothing and washing.	Food, its composition and nutritive value.
Preparation and properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine. The chemical characterand constituents of pure air, and pure water, and the nature of the impurities sometimes found in both. The air-food of plants.	The mechanism of the principal movements of the limbs and of the body as a whole. The organs and functions of alimentation, circulation, and respiration.	Refraction of light, appearance of objects under water. Separation of white light into its components by a prism. Explanation of the thermometer. The disappearance of heat in the melting of solids, and the boiling of liquids.	Attraction of light bodies by rubbed sealing wax and glass. Experimental proof that there are two forms of electricity. Attraction and repulsion. Gold leaf electroscope.	The ocean, its extent and divisions, depth, saltness, and currents. Action of waves. Sea beaches. The phenomena of the tides.	Structure of wood, bark, and pith. Cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower.	The dwelling; warming, cleaning, and ventilation.	Food, its functions.
The properties of carbon as found both in inorganic and organic bodies, with elementary knowledge of the constituents of food. Differences between metallic and non-metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.	The general arrangement of the nervous system. The properties of nerve. Reflex action. Sensation. The organs and functions of touch, taste, smell, hearing, and sight. *N.B. — Instruction in this subject should be illustrated by diagrams or models only.*	Rudimentary explanation of the camera obscura, burning glass, magnifying glass, microscope, and telescope. Illustration of the difference of the specific heat of bodies. The causes of cloud, rain, and dew.	Construction of electrophorus, electrical machine, and Leyden jar. Construction of a common battery. Explanation of a thunderstorm. Action of a current on the magnet.	Form and size of the earth, and its motions. Day and night. The seasons of the year; how they depend upon the relative positions of the earth and sun. Moon's dimensions and distance, explanation of her phases. General arrangement of the planetary system.	The comparison of a fern and a moss with a flowering plant. The formation of different kinds of fruits. The structure of a bean and of a grain of wheat or barley. The phenomena of germination.	Rules for health; the management of a sick room. Cottage income, expenditure and savings.	Food, its preparation and culinary treatment.

It is intended that the instruction of the scholars in the Science subjects in this Table shall be given mainly by experiment and illustration, and in the case of Physical Geography by observation of the phenomena presented in their own neighbourhood. If these subjects are taught to children by definition and verbal description, instead of by making them exercise their own powers of observation, they will be worthless as means of education.

It cannot, therefore, be too strongly impressed on teachers, that nothing like learning by rote will be accepted as sufficient for a grant, and that the Examinations by the Inspectors will be directed to elicit from the Scholars as far as possible, in their own language, the ideas they have formed of what they have seen.

FIFTH SCHEDULE.

Supplementary Rules.

Rule 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VIII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column IX*b*. will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.*

Rule 4.—The end of each standard in column IX*b*. *need not* (although, of course, it *may*) coincide with the end of each class in column VIII.* Compare the entries opposite to No. 6 who ends a *class*, but not a *standard;* No. 8 who ends a *standard* but not a *class;* No. 16 who ends *both* a class *and* a standard (this is preferable).

Rule 5.—All the scholars must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the Schedule under the title of "*Exceptions*," otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. *Primâ facie, every child who is not fit to be examined in its own class has been wrongly placed there for instruction.*

Rule 7.—The Inspector is directed to refuse to examine children in Schools *wherein Rule* 2 *or* 3 *is violated.* He will in such cases proceed to inspect the School, and will report to the Department why he has left column III. (*his Report on each scholar*) in the Examination Schedule blank.

Rule 8.—No grant will, as a rule, be paid to a Day School in which children are retained after the age of 8, unless one *class—i.e.* all who are to be examined as members of one class, according to Rule 5—be presented *at least as high* as Standard II.

Rule 9.—A deduction of at least one-tenth will, as a rule, be made from the grant to a Day School in which children are retained after the age of 10, unless one *class—i.e.* all who are to be examined as members of one class, according to Rule 5—be presented *above* Standard II.

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* In the following transcript of part of the Examination Schedule, Columns II., VIII., and IX*b*., are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	V.	VI.	VII.		VIII.	IX*a*.	IX*b*.
Number.	Name.	Number of Attendances† in the Year.	Age (on last Birthday).	Date of Admission to this School. Year.	Date of Admission to this School. Month.	In what class of School; *first* means *highest*.	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
1	John Duncan					4th.		I.
2	Thomas Peters...					"		"
3	Henry Brown....					"		"
4	Wm. Robinson...					"		"
5	Thomas Davies...					"		"
6	Robert Ferguson.	.....	.....	.....	.....	"	.....	"
7	Luke Williams...					3rd.		"
8	Simon Hunt.....	.....	.....	.....	.....	"	.....	"
9	James Short.....					"	I.	II.
10	Richard Smart...					"		"
11	Samuel Grant....					2nd.		"
12	John Macleod....	.....	.....	.....	.....	"		"
13	Henry Pigot.....					"	II.	III.
14	Silas Wills.....					"		"
15	John Miller.					"		"
16	Peter M'Pherson.	.....	.....	.....	.....		.....	"
17	Charles Knox					1st.	III	IV.

† *See* Rule 11.

RULE 10.—*For the rule how to find the average number of scholars in attendance at a school for any period, see Article* 26 *of the Code.*

RULE 11.—The Class Registers at each meeting of a school *must be marked and finally closed before* the minimum time constituting an attendance (Article 23) *begins.*

If any child, entered in the Register as attending, is withdrawn from school before the time constituting an attendance is complete, its mark for presence should be at once cancelled.

The inspector will inquire whether these rules have been observed (Article 17*g*.).

RULE 12.—No child's name should be kept on the Admission Register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn.* The names of children withdrawn (*whether they are so, the answer of their parents will decide*) should be cancelled at once in the Registers, and not included in the returns of *age* and *stay at school;* but the attendances (if any) opposite to such names in the Class Registers, must be counted under Rule 10, *suprà*, and the whole number of such names must be counted for the return "left in past year."

APPENDIX.

Showing separately (for 1879) all ARTICLES modified, and all New ARTICLES.

Articles in the Code of 1878 which are modified in the Code of 1879.	New, or modified, Articles in the Code of 1879.
10. No grant is paid except on a report from an Inspector, showing that the conditions of the grant have been fulfilled, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the Inspector to visit, and report upon, the school.	10. No grant is paid except on a report from an Inspector, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the Inspector to visit, and report upon, the school.
15. *a.* The managers of a school must appoint a correspondent with the Department, and must give notice of any change of correspondent.	15. *a.* The managers of a school must appoint a correspondent with the Department, and must give notice *to the Department* of any change of correspondent.
	BUILDING GRANTS.
	16. It is provided by section 67 of the "Education (Scotland) Act, 1872," that— * * * Subject to these conditions, aid *is* granted to school boards to build public schools (Article 6) *upon the terms of Article* 16 *of the Code of* 1878.
17. (*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain in the principal school-room and class-rooms at least 80 cubical feet of internal space, and 8 square feet of area, for each child in average attendance.*	17. (*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain *sufficient accommodation for the children attending the school.**
17. (*e.*) Notice is immediately given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The first grant to a school is computed * * * *	17. (*e.*) Notice is immediately given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The first grant to a school is, *as a rule*, computed * * * *
* In schools erected with the aid of a building grant, the average attendance may not exceed the number of children for whom the plans were approved by the Department.	* *In administering this Article the Department will endeavour to secure at least* 80 *cubical feet of internal space, and* 8 *square feet of area, for each child in average attendance; but* in schools erected *since the* 1*st January* 1874, with the aid of a building grant, the average attendance *should* not exceed the number of children for whom the plans were approved by the Department.

Articles in the Code of 1878 which are modified in the Code of 1879.	New, or modified, Articles in the Code of 1879,
19. B. 5. No scholar who has made the prescribed number of attendances may (without a reasonable excuse for absence on the day of the Inspector's visit) be withheld from examination.	19. B. 5. No scholar who has made the prescribed number of attendances may (without a reasonable excuse) be withheld from examination. *Exception :—* *The managers may withhold from examination in the 1st Standard, children under eight years of age, of delicate health, or whose previous attendance at school has been short or irregular.*
19. C. 2. 2*s*. if the classes from which children are examined in Standards IV.–VI., or in specific subjects (Article 21 *b*), pass creditably in history and geography. This grant will not be paid unless 10* per cent. of the scholars * * * *	19. C. 2. 2*s*. if the classes from which children are examined in Standards IV.–VI., or in specific subjects (Article 21 *b*), pass creditably in history and geography. This grant will not be paid unless *15** per cent. of the scholars * * * *
20. 150 attendances (Article 23) qualify for examination— (*b*.) Scholars above 10 certified by the managers to be beneficially employed at work when not at school.	20. 150 attendances (Article 23) qualify for examination— (*b*.) Scholars above 10 *who have passed the third Standard† and are* certified by the managers to be beneficially employed at work when not at school.
21. *e*. A scholar may not be examined a second time in the same stage of a specific subject; nor, after being examined in the first stage of a subject, may the scholar change that subject for another.	21. *e*. A scholar may not be examined a second time in the same stage of a specific subject; nor, after being examined in a subject, may the scholar change it for another, *before completing the first.*
21. *f*. Every girl presented under this Article must take domestic economy (Schedule IV., column 14) as a subject of examination.	21. *f*. Every girl presented under this Article *after the 31st of August 1880*‡ must take *both branches of* domestic economy (Schedule IV., column 14); *but a grant of 2s. will be made for a pass in either branch.*
	28. Writing. Standards V. and VI. *N.B.—An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.*
	28. Arithmetic— Footnote :— † *The work of girls will be judged more leniently than that of boys; and the Inspector may examine scholars in the work of any standard lower than that in which they are presented.*
32. (*c*.)— 1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 40 (or fraction of 40) scholars in average attendance, after the first 60,—	32. (*c*.)— 1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 40 (or fraction of 40) scholars *over three years of age* in average attendance, after the first 60,—
47. (*c*.) Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training, for not less than three months, in an aided school, approved by one of the senior Inspectors, satisfy such Inspector of their practical skill as teachers.	47. (*c*.) Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,§ for not less than three months, in an aided school, approved by *an Inspector*, satisfy such Inspector of their practical skill as teachers.

This proportion will be raised in 1879 (1 April) to 15, in 1880 to 20, and in 1881 to 25, per cent.

* This proportion will be raised (*in the case of schools to which grants fall due on, and after, the 30th April*) in 1880 to 20, and in 1881 to 25, per cent.

† *See Minute of 16th December* 1878.

‡ *Up to this date the corresponding Article of the Code of* 1878 *remains in force.*

§ *This course may be taken* (1) *after graduation;* (2) *in the interval between two University sessions;* or (3) *during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for* 12 *weeks.*

Articles in the Code of 1878 which are modified in the Code of 1879.	New, or modified, Articles in the Code of 1879.
59. (*c*.) In schools having a total population of less than 100 souls within three miles of them, for which no other school is available, the conditions of Article 59, 2 (*b* and *c*) are not required to be fulfilled. In such cases certificates will be granted to women only, and will not qualify the holders (Article 17 *d*) of them for the charge of schools of any other class.	59. (*c*.) In schools having a total population of less than 100 souls within three miles of them, for which no other school is available, the conditions of Article 59, 2 (*b* and *c*) are not required to be fulfilled. *N.B.—Certificates under Articles* 59 (*b*) *and* 59 (*c*) *are* granted to women only, and *do* not qualify the holders (Article 17 *d*) of them for the charge of schools of any other class.
	60. Footnote :— † *If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff* (*Article* 39).
70. (*k*.) 3. Pass the examination for the next higher standard at the end of their first year;	70. (*k*.) 3. Pass the examination for the next higher standard, *or* (*if admitted from Standard VI.*) *in the standards generally, and in one or more specific subjects* (*Article* 21) at the end of their first year;
	78. Footnote :— * *Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement* (*Article* 70 *f*), *will not be recognised under Article* 60 *or* 79.
86. Grants are placed to the credit of each college of 100*l*. for every master, and of 70*l*. for every mistress, who, having been trained in such college during two years—	86. Grants are placed to the credit of each college of 100*l*. for every master, and of 70*l*. for every mistress, who, having been trained in such college *as a Queen's scholar* (*Article* 96) during two years—
93. (*b*.) having been pupil-teachers, have successfully completed their engagement.	93. (*b*.) *if* pupil-teachers, have successfully completed their engagement, *or will do so before the next following examination, under Article* 91.
Certificates under Labour Acts.	*Certificates of Proficiency under the Education Acts, 1872 and 1878, or under any Labour Act.*
113. The Inspector after his yearly visit (Article 11) to a school will grant such certificates as may be required for scholars who have reached the standard (Article 28) prescribed by, or pursuant to the provisions of, any Act for regulating the education of children employed in labour.	113. *Certificates of proficiency will be granted after an examination held by one of Her Majesty's Inspectors of schools, or his assistant. No separate examination of individual children will be held for the purpose.*
	113 (*a*). *The Inspector, after his yearly visit* (*Article 11*) *to a school, will grant such certificates as may be required for children who have reached the standard prescribed* by, or pursuant to the provisions of, the Education* (*Scotland*) *Acts, 1872 and 1878, the Factory and Workshop Act, 1878, or any other Act regulating the education of children employed in labour.*
	113 (*b*). *Certificates will be issued for those scholars only who pass in all the three subjects in the prescribed standard, or in a higher standard.*
114. The Inspector may depute his assistant, or the certificated teacher of the school, to sign these certificates.	114. *For the purpose of these certificates the Inspector or his assistant will examine—* 1. *Any scholars in the school :* 2. *Other children, not being scholars in the school, allowed by the managers to attend the examination.*

* *See Minute of 16th December* 1878.

Articles in the Code of 1878 which are modified in the Code of 1879.	New, or modified, Articles in the Code of 1879.
115. Certificates will be issued for those scholars only who pass in all the three subjects (Article 28) in the prescribed standard, or in a higher standard.	115. *When the candidates for certificates of proficiency in a district, not being scholars in a public or other State-aided school, are more than 15 in number, application for a* special examination *may be made by the school board, subject to the following regulations:* (a.) *The application shall be sent* to the Inspector for the district *not less than 20 days before the date at which it is desired that the examination should be held.* (b.) *The school board must specify the number of children to be presented for examination, and must undertake—* *That all children within their district for whom certificates are needed will be allowed to attend the examination; and* *That a convenient room will be provided for the examination on such day, and at such hour, as shall be fixed by the Inspector.*
116. For the purpose of granting these certificates, the Inspector, or his assistant, will examine— (1.) Scholars in the school, whether they have made 250 attendances (Article 19 B), or not; (2.) Other children, not being scholars in the school, allowed by the managers to attend on the day of inspection.	116. *The special examination may also be attended by any child qualified by age* for full time employment *who, having failed to pass, at the examination of its school, in one or more of the three subjects in the* fifth* *standard, wishes to be examined again for the purpose of obtaining a certificate.*
	116 (a). *A child cannot be examined a second time until three months have elapsed since the date of the examination at which it failed, and must on each occasion be examined in all the three subjects of the standard in which it is presented.*
117. If there is no school under inspection at which the children of any parish, or group of parishes, for whom certificates are required, can conveniently attend for examination, application for a special examination may be made by any person interested in procuring such certificates, subject to the following regulations:— (*a.*) The application shall be sent *to the Inspector for the district* not less than 14 days before the date at which it is desired that the examination should be held. (*b.*) The applicant must specify the number of children (not less than 15) to be presented for examination, and must undertake,— That all children within the parish, or group of parishes, for whom certificates are needed, will be summoned to and allowed to attend the examination; and— That a convenient room will be provided for the examination at such day and hour as shall be fixed by the Inspector. (*c.*) The applicant must satisfy the Inspector that he is a proper person to conduct the preliminary proceedings, and, if necessary, to receive for distribution the certificates which may be granted after the examination.	117. *The Inspector will not grant certificates to individual children. He will forward to the managers of each school at which he has held an examination, and to the school board in the case of each* special examination, *a schedule showing the results of the examination of each child, and deputing the teacher of the school, or an officer of the school board, to grant certificates to such children as have passed successfully.*
118. (7.) The pension will be paid yearly, on certificates proving identity and good behaviour.	118. (7.) The pension will be paid *half-yearly*, on certificates proving identity and good behaviour.
122. The changes in this Code will not affect annual grants falling due before the 1st of April 1878.	122. The changes in this Code will not affect annual grants falling due before the *30th* of April 1879.

* *See Minute of 16th December* 1878.

Articles in the Code of 1878 which are modified in the Code of 1879.

FIRST SCHEDULE.

SECOND SCHEDULE.

1.—Form of Memorandum of Agreement.

5. The Board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher of the said school, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction, and any instruction, in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is next to be examined pursuant to the said Articles.

FOURTH SCHEDULE.

	7. Mechanics.	9. Animal Physiology.	14. Domestic Economy (for Girls).
1st stage.	General ideas respecting the different states of matter, solid, liquid, and gaseous, with illustrations of compressibility, elasticity, and resistance. Measures of space, time, and velocity.	The build of the human body, names and positions of the internal organs.	Food and its preparation. Clothing and materials.
2nd stage.	General notions of force, and of the conservation of energy. The parallelogram of forces. General notions of gravitation.	Circulation and respiration, and the broad structure of the organs concerned.	The dwelling; warming, cleaning, and ventilation. Washing materials and their use.

New, or modified, Articles in the Code of 1879.

FIRST SCHEDULE.

Section 5.—Algebra.

Male Pupil-Teachers.

End of third (or fourth) year.

Footnote:—

‖ *Addition, subtraction, multiplication, division, greatest common measure, least common multiple, fractions, square root, and simple equations of one unknown quantity, with easy problems which lead to them.*

End of fourth (or fifth) year.

Footnote:—

¶ *The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities, and quadratic equations involving one unknown quantity, with easy problems leading to them.*

SECOND SCHEDULE.

1.—Form of Memorandum of Agreement.

5.—The Board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher of the said school, special instruction during *at least* five hours per week, of which hours not more than two shall be part of the same day. Such special instruction, and any instruction, in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined *either during this engagement, or for admission to a training college*, pursuant to the said Articles.

FOURTH SCHEDULE.

	7.‡ Mechanics.	9.‡ Animal Physiology.	14.‡ Domestic Economy.	
			First Branch.	*Second Branch.*
1st stage.	*Matter in three states; solids, liquids, and gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measurement as practised by mechanics. Production of a plane surface. Measures of length, time, and velocity.*	The build of the human body. Names and positions of the internal organs. *The properties of muscle.*	*Clothing and washing.*	*Food; its composition and nutritive value.*
2nd stage.	*Matter in motion. The weight of a body, its inertia and momentum. Measures of force. The work done by a force. Meaning of the term "energy." Energy may be transferred but cannot be destroyed. Modern notions as to the nature of heat.*	*The mechanism of the principal movements of the limbs and of the body as a whole. The organs and functions of alimentation, circulation, and respiration.*	The dwelling; warming, cleaning, and ventilation.	*Food; its functions.*

‡ *In schools to which grants fall due up to the 31st of August 1880, the examination in this subject will be regulated by the Code of 1878.*

Articles in the Code of 1878 which are modified in the Code of 1879.

	7. Mechanics.	9. Animal Physiology.	14. Domestic Economy for Girls.
3rd stage.	General notions of the mechanical powers.	The organs and function of alimentation. The properties of muscle and nerve. N.B. — *Instruction in this subject should be illustrated by diagrams or models only.*	Rules for health; the management of a sick room. Cottage income, expenditure, and savings.

FIFTH SCHEDULE.

RULE 8.—No grant will be paid to a Day School in which children are retained after the age of 8.

* * * *

RULE 9.—A deduction of at least one-tenth will be made from the grant to a Day School in which children are retained after the age of 10.

* * * *

New, or modified, Articles in the Code of 1879.

	7.‡ Mechanics.	9.‡ Animal Physiology.	14.‡ Domestic Economy.	
			First Branch.	*Second Branch.*
3rd stage.	*The simple mechanical powers, viz., (1.) The lever; 2. the wheel and axle; (3.) pulleys; (4.) the inclined plane; (5.) the wedge; (6. the screw. Liquid pressure; the hydrostatic press; liquids under the action of gravity. The parallelogram of velocities. The parallelogram of forces—examples commonly met with.* *N.B. — Instruction in this subject should be purely descriptive and experimental.*	*The general arrangement of the nervous system. The properties of nerve. Reflex action. Sensation. The organs and functions of touch, taste, smell, hearing, and sight.* N.B. — Instruction in this subject should be illustrated by diagrams or models only.	Rules for health; the management of a sick room. Cottage income, expenditure, and savings.	*Food; its preparation, and culinary treatment.*

‡ *In schools to which grants fall due up to the 31st of August 1880, the examination in this subject will be regulated by the Code of 1878.*

FIFTH SCHEDULE.

RULE 8.—No grant will, *as a rule*, be paid to a Day School in which children are retained after the age of 8.

* * * *

RULE 9.—A deduction of at least one-tenth will, *as a rule*, be made from the grant to a Day School in which children are retained after the age of 10.

* * * *

MINUTE OF THE SCOTCH EDUCATION DEPARTMEN 79" mean respec- rtment made STANDARDS OF EDUCATION TO BE REQUIRED UN respect 73RD SECTION OF THE EDUCATION (SCOTLAND) ACT, 1 AND THE 5TH SECTION OF THE EDUCATION (SCOTLAND) ACT, 1878.—Presented to both Houses of Parliament by command of Her Majesty.

At the Council Chamber, Whitehall, the 16*th day of December* 1878.

BY THE LORDS OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read:—

The 73rd section of the Education (Scotland) Act, 1872,* and the 5th section of the Education (Scotland) Act, 1878.†

Resolved that—

1. A certificate of ability to read and write, and of a knowledge of elementary arithmetic, shall not be granted in favour of any child by one of Her Majesty's Inspectors under section 73 of the Education Act of 1872 unless such child has passed the 5th Standard prescribed by Article 28 of the Scotch Code of 1878, viz.:—

Reading, with expression, a short passage of prose, or of poetry, with explanation, grammar, and elementary analysis of simple sentences.

Writing from memory the substance of a short story or narrative read out twice by the inspector, spelling, grammar, and hand-writing to be considered.

Arithmetic.—Practice, bills of parcels, and simple proportion.

2. The standard of education to be required for the partial exemption of children above ten years of age from the obligation to attend school shall be the 3rd Standard prescribed by Article 28 of the same Code, viz.:—

Reading of plain narrative.

Writing.—(*a.*) Five lines from the same book, dictated slowly by a few words at a time. (*b.*) Fair small hand, with capital letters and figures, to be shown in copybooks.

Arithmetic.—Notation and numeration up to 1,000,000. Four simple rules. Money and time tables.

---

* *Section* 73, *Education* (*Scotland*) *Act*, 1872.—A certificate of ability to read and write, and of a knowledge of elementary arithmetic, granted in favour of any child by one of Her Majesty's Inspectors, shall exempt the parent and all employers of such child from any prosecution or other proceeding under this Act for neglecting to provide for the education of such child.

† *Section* 5, *Education* (*Scotland*) *Act*, 1878.—A person shall not, after the commencement of this Act, take into his employment (except as herein-after in this Act mentioned) any child—

(1.) Who is under the age of ten years; or

(2.) Who, being of the age of ten years, and not more than fourteen years, has not obtained a certificate of ability to read and write, and of a knowledge of elementary arithmetic in terms of section seventy-three of the principal Act, unless such child being of the age of ten years or upwards is employed and is attending school in accordance with the provisions of any Act of Parliament regulating the education of children employed in labour, or of any minute of the Scotch Education Department fixing the standard of education to be required for the partial exemption of children from the obligation to attend school.

Articles in the C
modifie

IOP ACT, 1878.
26, 105.

PRESCRIBING, WITH CONSENT
EPARTMENT, STANDARD OF PRO-
OF PREVIOUS DUE ATTENDANCE

and Workshop Act, 1878, it is enacted as

the age of thirteen years has obtained from a
e Education Department a certificate of having
of proficiency in reading, writing, and arithmetic,
previous due attendance at a certified efficient school,
as ntioned, that child shall be deemed to be a young
perso. rposes of this Act.

The s s of proficiency and due attendance for the purposes of this section shall be such as may be from time to time fixed for the purposes of this Act by a Secretary of State, with the consent of the Education Department, and the standards so fixed shall be published in the "London Gazette," and shall not have effect until the expiration of at least six months after such publication.

105. In the application of this Act to Scotland—

(1.) The expression "certified efficient school" means any public or other elementary school under Government inspection:

(8.) The expression "Education Department" means the Lords of the Committee of the Privy Council appointed by Her Majesty on Education in Scotland:

(10.) All matters required by this Act to be published in the "London Gazette" shall (if they relate exclusively to Scotland), instead of being published in the "London Gazette," be published in the "Edinburgh Gazette" only.

Now I, the Right Honourable Richard Assheton Cross, one of Her Majesty's Principal Secretaries of State, with the consent of the Lords of the Committee of the Privy Council appointed by Her Majesty on Education in Scotland, hereby, for the purpose of the above enactment, so far only as the same relates to Scotland, order as follows:

1. The standard of proficiency for the purpose of a certificate of proficiency shall be the standard of reading, writing, and elementary arithmetic fixed by Standard 5 of the Code of 1878, or any higher standard which may be attained by the child.

2. Certificates of proficiency may be granted by the persons prescribed by Articles 113–117 of the Code of 1878, or that may be prescribed by any corresponding Articles of the Code of 1879.

3. The standard of previous due attendance at a certified efficient school, for the purpose of a certificate of previous due attendance, shall be 250 attendances after five years of age, in not more than two schools during each year, for five years, whether consecutive or not.

4. Certificates of previous due attendance at school may be granted—

(*a.*) In the case of a public school by the clerk of the school board having the management of such school, or by any teacher or officer of the board specially deputed for the purpose by such board.

(*b.*) In the case of any other school by the principal teacher of such school.

5. A fee not exceeding 6*d.* may be charged for each certificate of previous due attendance by the person who grants such certificate, being duly authorised in that behalf.

6. The terms "Code of 1878" and "Code of 1879" mean respectively the Codes of Minutes of the Scotch Education Department made in the year 1878, and that may be made in the year 1879, with respect to the Parliamentary Grant for Public Education in Scotland.

7. This order shall come into operation on the expiration of six months after the publication thereof in the "Edinburgh Gazette."

(Signed) RICHD. ASSHETON CROSS,
One of Her Majesty's
Principal Secretaries of State

Home Office, Whitehall,
15th February 1879.

Approved by the Scotch Education Department,
(Signed) F. R. SANDFORD,
Secretary.

Published in the Edinburgh Gazette of Friday the 28th February 1879.

Circular 41.

CIRCULAR TO HER MAJESTY'S INSPECTORS ON THE ORGANISATION OF THE STAFF.

Scotch Education Department,
29th April 1879.

SIR,

IN view of the increasing responsibility imposed upon Her Majesty's Inspectors, as well as of the recent rapid increase in their numbers, my Lords think it well to point out certain principles which have guided them in the organisation of the staff, and the right understanding of which is important.

Prior to the Education (Scotland) Act, of 1872, the denominational system of inspection rendered impossible any organization of the staff as a whole. But as a consequence of the changes introduced by that Act, their Lordships were able to appoint three senior Inspectors, with the view of securing that, in each of the three divisions which have been formed in Scotland for the purposes of inspection, there should be an officer whose experience and length of service might render his presence useful in cases of special difficulty, and to whom the school board of the large town in which he is stationed might be able to apply for advice and assistance.

As each of the senior inspectors, moreover, retains the charge of a district, his guidance will be of no little advantage to the junior members of the staff in that district, who on their first appointment are posted there, to work under his direction, and have, in such populous places, the best opportunity of becoming practically acquainted with their duties, before being intrusted with the charge of separate districts of their own.

By this means their Lordships desire also to secure as much uniformity as possible in the standard of examination of schools of the same class, in order that the Parliamentary grant may be fairly administered; and, at the same time, to satisfy school boards and school managers, upon whom much unpaid labour and responsibility is thrown, that the results of their efforts are judged and criticised on principles which are founded on official experience and long acquaintance with schools.

It does not appear necessary that a senior Inspector should exercise any minute supervision over those of his colleagues who are intrusted with the charge of districts in his division. The latter officers are

believed by my Lords to be possessed of official experience, amply sufficient to enable them, in all ordinary cases, to act upon their own responsibility; and it is only in rare cases of special difficulty, and where special legal considerations operate, that their Lordships find it necessary to instruct the senior Inspector of a division to act beyond his own immediate district. It is hoped, however, that arrangements may be made for enabling all the Inspectors in a division to meet from time to time, to confer with each other on their work, with a special view to the maintenance of a common standard in the examination of schools and pupil-teachers.

In the case of Inspectors closely associated, and working in the same district, with the senior Inspector, a certain amount of direct supervision must be exercised. In ordinary cases the junior Inspector may find himself able to report to the Department without reference to his senior officer: but before recommending any serious reduction in the grant to a school; before withholding any large item of a grant which has been formerly allowed; and before making any unfavourable entry on the certificate of a teacher where previous reports have been satisfactory, my Lords think that the junior Inspector should consult with the senior officer of his district. This does not imply any unreasonable lack of confidence in the judgment of the former, but it is of great importance that one person should be responsible for the general management of a district, and that there should be no chance of school boards, managers, or teachers finding themselves perplexed by any diversity of standard or of practice.

Any communications with school boards, which are not of a routine nature, should either be conducted through the senior Inspector of the district: or should be referred to the Department, who, if necessary, would consult the senior Inspector on the question.

I have, &c.

(Signed) F. R. SANDFORD.

Her Majesty's Inspector of Schools.

LIST of TEACHERS whose Certificates have been cancelled or temporarily suspended, and of Schools the Grants to which have been refused or reduced, in consequence of falsified or inaccurate Registration, &c.

Name of Teacher.	Name of School.	Cause.	Penalty.
Black, Marion -	Whithorn, Glasserton Road Public.	Registration -	Certificate suspended one year and grant reduced one tenth.
Buchan, Jane C. -	Stirling Episcopal -	" -	Certificate suspended one year and grant reduced one tenth.
Burns, Elizabeth J.	Glasgow, St. Vincent R.C.	" -	Grant reduced three tenths.
Coleman, Mary -	Mossend R.C. -	" -	Grant reduced three tenths.
Davidson, John -	Lochans Public -	" -	Certificate suspended one year and grant reduced two tenths.
Hislop, Janet C. -	Blairgowrie Public -	" -	Certificate suspended one year and grant refused.
Hutchison, Benjamin	Oakley Public -	" -	Certificate suspended one year.
McChlery, John -	Dunfermline, Golfdrum, McLean's.	" -	Grant reduced three tenths.
McCluskey, Mary -	Mossend R.C. -	" -	Grant reduced three tenths.
McGreehin, Hugh -	Glasgow, St. Vincent R.C.	" -	Certificate suspended one year and grant reduced two tenths.
McKenzie, Isabella	Alva Norton -	" -	Grant reduced three tenths.
McSherry, Mary A.	Edinburgh, Lothian, St. Mary's R.C.	" -	Certificate suspended one year and grant reduced two tenths.
McWhannel, John -	Luss Public -	" -	Grant reduced three tenths.
Sturrock, Peter -	Blairgowrie Public -	" -	Certificate cancelled and grant refused.
Terry, John -	Cogrieburn - -	" -	Grant reduced three tenths.
Wood, Thomas -	Smailholm Public -	" -	Certificate suspended one year and grant reduced three tenths.

PAPERS relating to ELEMENTARY EDUCATION, presented to PARLIAMENT by the COMMITTEE OF COUNCIL ON EDUCATION.

Report to Her Majesty the Queen in Council, 1877–78 :—
Report and Parts I. to IV. of Appendix. [C. 2018.–I.] Price 4*s.* 10*d.*

Report by the Committee on Education in Scotland to Her Majesty the Queen in Council, 1877–78. [C. 2049.–I.] Price 2*s.*

Minutes, &c.

New Code (1879). [C. 2287.] Price 2½*d.*

Code for *Scotland* (1879). [C. 2291.] Price 2½*d.*

Minute (16th December 1878) of the Scotch Education Department fixing the Standards of Education to be required under the 73rd section of the Education (Scotland) Act, 1872, and the 5th section of the Education (Scotland) Act, 1878. [C. 2216.] Price ½*d.*

Returns.

Return relating to Elementary Schools. (Mr. Sampson Lloyd). H.C. 71. Price ½*d.*

Return of the provision made by each School Board in ENGLAND and WALES respecting Religious Teaching and Religious Observances in School Board Schools, stating cases in which no such provision is made; and copy of byelaws by which such provisions are regulated (in continuation of Parliamentary Paper, No. 452, of Session 1876). (Mr. Sampson Lloyd). H.C. 84. Price 1*s.* 10*d.*

Music in Public Elementary Schools. Return giving the amounts paid in respect of the grant of 1*s.* for singing, for the year ended 31st August 1878. (Sir C. Dilke.) H.C. 142. Price ½*d.*

Return relative to Elementary Schools :—(1) The total cost per child in London School Board Schools, defrayed by rates, inclusive of interest on loans for buildings, and expenses of School Board office and staff other than the teaching staff; and (2) the total cost per child in London Voluntary Schools defrayed by voluntary subscriptions. (Mr. Heygate.) H.C. 160. Price ½*d.*

Copy of correspondence relating to the Borrowing Powers of the London School Board between the Education Department and the School Board for London. (Mr. Morley.) H.C. 207. Price 2½*d.*

Return showing (1) the expenditure from the grant for public education in ENGLAND and WALES in the year 1878, upon building grants and annual grants to Elementary Schools; and (2) the results of the inspection and examination of Elementary Schools during the year ending 31st August 1878. [C. 2302.] Price 2½*d.*

Return showing (1) the expenditure from the grant for public education in SCOTLAND in the year 1878, upon building grants and annual grants to Elementary Schools; and (2) the results of the inspection and examination of Elementary Schools during the year ending 31st August 1878. [C. 2303.] Price 2*d.*

*** Those of the above-mentioned Papers marked C (Command) may be purchased from Messrs. Eyre and Spottiswoode, Sale Office, House of Lords, and East Harding Street, Fleet Street, or from Mr. Hansard, 32, Abingdon Street, Westminster, and 13, Great Queen Street, Lincoln's Inn Fields; those marked H.C. (House of Commons) from Mr. Hansard only. The order should specify the Parliamentary number of the paper, as given above. Prepayment of the postage upon Parliamentary Proceedings is optional, when the circulation is within the United Kingdom; and if it be made in part, the simple difference only is charged.

TABLES.

Table No. 1.—Expenditure from Education Grants.

(Table A.)—*Classified according to Object of Grant.*

—	For Year ended 31 Dec. 1878.	Compared with Year ended 31 Dec. 1877. Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. In Annual Grants for Day and Evening Scholars - Day -	313,176 0 5	23,865 4 7	—
Evening	6,166 16 9	- - -	718 2 5
2. Towards building and furnishing of School premises - - - - - - - -	115,620 3 3	- - -	14,977 0 2
3. In Annual Grants to Training Colleges - -	28,840 5 2	2,553 1 11	—
4. Pensions to teachers - - - -	446 19 8	151 12 3	—
5. *Administration:— For Inspection - - - - - -	22,536 3 9	844 9 3	—
6. Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67. - - - - - - -	3,341 14 1	1,123 17 1	—
7. Expenses of Education Board under Act 35 & 36 Vict. c. 62. - - - - - -	3,298 2 4	- - -	1,434 3 7
Total - - - -	493,426 5 5	28,538 5 1	17,129 6 2
Net Increase - - -	- - -	11,408 18 11	

* The cost of administration beyond the inspection of schools is for the present borne on the vote for Public Education, England and Wales, and included in Table No. 1 (A.) for England and Wales.

(Table B.)—*Classified according to Denomination of Recipients.*

—	For Year ended 31 Dec. 1878.	Compared with Year ended 31 Dec. 1877. Increase.	Decrease.	From 1839 to 31 Dec. 1878.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Public Schools - -	354,929 17 9	8,249 16 8	- - -	1,257,238 8 10
On Schools connected with—				
Church of Scotland - -	54,677 19 10	- - -	520 16 4	1,324,365 15 5
Free Church - - -	27,760 5 0	1,097 17 4	- - -	845,946 11 9
Episcopal Church - -	7,511 14 1	135 11 10	- - -	118,096 13 2
Roman Catholic Church -	19,370 8 7	1,912 6 8	- - -	132,251 11 6
Administration as in Table A.* -	22,536 3 9	844 9 3	- - -	117,178 10 8
Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67. - -	3,341 14 1	1,123 17 1	- - -	8,532 6 8
Expenses of Education Board under Act Vict. c. 62. -	3,298 2 4	- - -	1,434 3 7	29,140 8 6
Total - - -	493,426 5 5	13,363 18 10	1,954 19 11	3,832,750 6 6

* The whole cost of administration prior to 1873–74 and the cost of administration beyond the inspection of schools since that date are included in Table No. 1 (B.) for England and Wales.

Table No. 2.

Table* showing Number of Candidates for Admission to Training Colleges and for the Office of Teacher, under Articles 60 and 79, Scotch Code; Number of Certificated Teachers *actually employed in teaching;* Number of Assistant Teachers appointed under Articles 79 and 32 (*c.*) 3; and Number of Pupil-teachers—(*corrected to* 31 *December* 1878).

—	Male.	Female.	Total.
Number of candidates who presented themselves for examination at the Training Colleges.	324	774	1,098
Number of those who passed the examination -	205	650	855
Number out of them who entered Training Colleges.	164	291	455
Certificated teachers - - - -	3,031	1,949	4,980
Assistant teachers (Art. 79) - - -	92	208	300
„ mistresses (Art. 32 *c.* 3) - -	—	103	103
Number of candidates admitted to engagements as pupil-teachers.	462	770	1,232
Number of pupil-teachers:—			
In 1st year of engagement - -	253†	392†	645†
In 2nd „ „ - - -	429	542	971
In 3rd „ „ - - -	391	700	1,091
In 4th „ „ - - -	360	663	1,023
In 5th „ „ - - -	366	611	977
Total - - -	1,799	2,908	4,707

* The numbers in this Table do not correspond with those in Table No. 2 (*infrà*) of Statistics of Schools inspected in year ending 31 August 1878; this Table being corrected to 31 December.

† These numbers are less than those immediately above them; but pupil-teachers, who are old and proficient enough, are often "admitted" in one of the later years of service. See marginal note 8 to the memorandum in the Second Schedule to the Code of 1877. Returns for the ten years, from 1863 to 1872 inclusive, will be found at page ccvii of Report, 1872–3.

Table No. 3.

Table showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *raised by Promoters;* Total Amount *expended;* and Number of Children for whom *Accommodation* has been provided;—*for Year* 1878, *and for Years* 1839 *to* 1878 *inclusive.*

From 1 January to 31 December 1878.

Denominations.	Number of School-houses* Built: Institutions.†	Number of departments comprised in these institutions.‡ Juvenile: Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.	Total Amount awarded out of Parliamentary Grants.	Total Amount raised by Promoters. (Voluntary Contributions and Rates.)	Total Amount expended.	Number of Children for whom New Schools have been built.§ Juvenile: Boys.	Girls.	Mixed.	Infants.	Total.	Number of Children for whom existing Schools have been enlarged.‖ Juvenile: Boys.	Girls.	Mixed.	Infants.	Total.	Total Number of Children for whom Accommodation has been created.§ Juvenile: Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
Public Schools - - -	189	15	19	193	39	150	50	115,620 3 3	356,914 16 6¾	472,534 19 9¾	3105	3409	23880	5712	36106	338	293	4107	710	5448	3443	3702	27987	6422	41554
From 1839 to 1878 inclusive.																									
								£ s. d.	£ s. d.	£ s. d.															
Church of Scotland Schools -	235	56	83	141	20	127	71	63,761 16 2½	135,575 1 6½	199,336 17 9	8815	9978	15113	1660	35566	1387	959	1619	563	4528	10202	10937	16732	2223	40094
Free Church Schools - -	167	47	49	113	12	101	56	36,615 14 0	75,322 5 6¾	111,937 19 6¾	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools - -	8	4	5	1	1	7	1	3,915 12 10	6,662 0 2	10,577 13 0	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Roman Catholic Schools -	12	5	5	4	9	3	–	5,118 0 1	12,563 7 5	17,681 7 0	1015	848	640	1019	3522	–	–	–	–	–	1015	848	640	1019	3522
Public Schools - - -	755	67	82	656	249	572	326	426,762 17 4	1,674,122 0 5	2,100,884 17 9	11807	12036	123666	32900	180399	4919	3569	27417	4912	40817	16726	15605	151073	37812	221216
Total - - -	1177	179	224	915	291	810	454	536,174 0 5½	1,904,244 15 1¾	2,440,418 15 6¾	27663	28735	152705	36373	245476	6927	5162	30044	5688	47821	34590	33897	182749	42061	293297

* Exclusive of Training Colleges.
‡ In which separate head teachers are employed.
‖ The figures in this group of columns are confined to those cases in which the *area* of schoolrooms has been *increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

† Held in separate buildings, and separately managed.
§ At the rate of 8 square feet of superficial area per child.

Table No. 4.

INSPECTORS' DISTRICTS.

N.B.—Where more than one Inspector is employed in the same District, the Name of the Chief Inspector is printed first. The Names of the Inspectors' Assistants are printed in italics.

Number of District.	County or District.	Population (1871).	H. M. Inspectors and Inspectors' Assistants.	Head-quarters.
	SOUTHERN DIVISION. (Dr. Wilson, Senior Inspector.)			
1*	Edinburgh -	328,379	Dr. Wilson - - -	19, Palmerston Place, Edinburgh.
	Haddington -	37,771	W. W. Waddell, Esq. -	10, St. Catherine's Place, Edinburgh.
	Linlithgow -	40,965	J. Blaikie, Esq. - -	14, Viewforth Place, Edinburgh.
			G. Dunn, Esq. - -	32, South Clerk Street, Edinburgh.
		407,115	*Mr. R. Small* - -	3, Bernard Terrace, Newington, Edinburgh.
2	Peebles - -	12,330	A. E. Scougal, Esq. -	Eildon Grove, Melrose, N.B.
	Selkirk - -	14,005	*Mr. W. Pennycook*	Market Place, Melrose, N.B.
	Roxburgh -	53,974		
	Berwick - -	36,486		
		116,795		
3	Dumfries -	74,808	A. O. Barrie, Esq. -	6, Victoria Terrace, Dumfries, N.B.
	Kirkcudbright	41,859	W. Bathgate, Esq. -	Dundonald Road, Kilmarnock, N.B.
	Wigtown -	38,830	(*See also* No. 8.)	
			Mr. J. Galloway -	3, St. Mary's Place, Dumfries, N.B.
		155,497		
4	Fife - -	160,735	Hugh Wilson, Esq. -	Townsend Place, Kirkcaldy, N.B.
	Kinross - -	7,198	*Mr. T. Smith* - -	1, Glass Work Street, Kirkcaldy, N.B.
			Mr. J. Craigie -	5, St. Mary's Place, Aberdeen, N.B.
		167,933	(*See also* No. 14.)	
5	Perth - -	127,768	A. Walker, Esq. - -	9, St. Leonard's Bank, Perth, N.B.
			Mr. J. W. Munro -	13, Queen Street, Perth, N.B.
	WESTERN DIVISION. (Dr. Kerr, Senior Inspector.)			
6	Lanarkshire. Lower Ward. *With* parishes of— Blantyre - Bothwell - Cambuslang - East Kilbride Hamilton (Burgh and Landward), In Middle Ward.	574,395	Dr. Kerr - - -	[*Not yet fixed.*]
			A. R. Andrew, Esq. -	Old Hall House, Bothwell, Lanarkshire, N.B.
			R. Calder, Esq. - -	290, Renfrew Street, Glasgow, N.B.
			Mr. W. S. Gall -	Garvald Place, Uddingston, Lanarkshire, N.B.
		47,168	*Mr. W. Calder* -	290, Renfrew Street, Glasgow, N.B.
			Mr. J. Miller -	Craigview, Burnbank Road, Hamilton, N.B.
		621,563		

* The chief inspector of this district is also inspector of Training Colleges.

Number of District.	County or District.	Population (1871).	H. M. Inspectors and Inspectors' Assistants.	Head-quarters.
	Western Division—*continued.*			
7	Lanarkshire—		J. Smith, Esq. - -	St. Peter's Lodge, Uddingston, Lanarkshire, N.B.
	Middle Ward (the remainder).	112,789	*Mr. W. M. Shanks* -	Clyde View, Uddingston, Glasgow, N.B.
	Upper Ward	43,586		
		156,375		
8	Ayr - - -	200,809	J. W. Marshall, Esq. (*temporary*).	17, Fort Street, Ayr, N.B.
			W. Bathgate, Esq. - (*See also* No. 3.)	Dundonald Road, Kilmarnock, N.B.
			Mr. J. Henderson -	Hawkhill, Ayr, N.B.
9	Stirling - -	98,218	R. Ogilvie, Esq. - -	8, Park Terrace, Stirling, N.B.
	Dumbarton -	58,857	*Mr. W. Whyte* -	51, Wallace Street, Stirling, N.B.
	Clackmannan -	23,747		
		180,822		
10	Renfrew - -	216,947	D. Ross, Esq. - -	Ardindrean House, Windsor Circus, Glasgow, N.B.
	Bute - -	16,977	J. Boyd, Esq. - -	9, Prince's Square, Regent Park, Glasgow, N.B.
	Argyll (Islay Jura and Mull).	75,679	*Mr. J. Binnie* - -	Johnstone, N.B.
		309,603	*Mr. D. Johnston* -	31, Selborne Terrace, Woodlands Road, Glasgow, N.B.
	Northern Division. (Mr. Hall, Senior Inspector.)			
11	South Forfar*	166,952	A. Dey, Esq. - -	10, St. James's Place, Broughty Ferry, Dundee, N.B.
			Mr. D. Thompson -	3, Louise Terrace, West Ferry, Dundee, N.B.
12	North Forfar†	72,862	R. J. Muir, Esq. - -	Little Mill, Montrose, N.B.
	Kincardine -	34,630	*Mr. S. D. Black* -	Melville Terrace, Montrose, N.B.
	Shetland -	31,608		
		139,100		

* South Forfar consists of the burghs of—

Dundee and Forfar,

and the following school districts:

Arbilot.	Dunnichen.	Kirkden.	Murroes.
Auchterhouse.	Eassie and Nevay.	Liff, Benvie and Invergowrie.	Newtyle.
Barry.	Forfar (landward).	Lundie.	Panbride.
Broughty - Ferry (town).	Friockheim.	Mains and Strathmartine.	Tealing.
Carmylie.	Glammis.	Monifieth.	
Coupar Angus.	Inverarity.	Monikie.	
Dundee (landward).	Kettins.		
	Kinnettles.		

† North Forfar consists of the burghs of—

Arbroath, Brechin, and Montrose,

and the following school districts:

Aberlemno.	Dun.	Kirriemuir (including town).	Montrose (landward).
Airlie.	Edzell.	Lethnott and Navar.	Oathlaw.
Arbroath (landward united to St. Vigeans).	Farnell.	Lintrathen.	Rescobie.
Brechin (landward).	Fearn.	Lochlee.	Ruthven.
Careston.	Glenisla.	Logie Pert.	St. Vigeans (including Arbroath, landward).
Cortachy and Clova.	Guthrie.	Lunan.	Stracathro.
Craig.	Inverkeillor.	Marytown.	Tannadice.
	Kingoldrum.	Menmuir.	
	Kinnell		

Number of District.	County or District.	Population (1871).	H. M. Inspectors and Inspectors' Assistants.	Head-quarters.
			Northern Division—*continued.*	
13	Banff - - *except* Fetter Angus and St. Fergus,	60,028	T. A. Stewart, Esq. -	Keith, N.B.
			Mr. W. Campbell -	Keith, N.B.
	Orkney - -	31,274		
	Aberdeen - Cairney - Drumblade - Forgue - - Glass - - Huntly, and Ythan Wells.	11,544		
		102,846		
14	Aberdeen -		J. Hall, Esq. - -	243A, Union Street, Aberdeen, N.B.
	The remainder.	233,059	R. Harvey, Esq. -	11, Devanha Terrace, Aberdeen, N.B.
	Banff - -		*Mr. H. Welsh* -	23, Osborne Place, Aberdeen, N.B.
	Fetter Angus and St. Fergus -	1,995	*Mr. J. Craigie* (*See also* No. 4.) -	5, St. Mary's Place, Aberdeen, N.B.
		235,054		
15	Nairn - -	10,225	W. Jolly, Esq. - -	Island Bank, Inverness, N.B.
	Inverness Mainland -	53,125		
	Western Isles (part of).	3,100		
	Harris - -	1,112		
	North Uist -	4,107		
	South Uist -	5,749		
		77,418		
16	Elgin - -	43,612	J. Macleod, Esq. - -	Elgin, N.B.
	Skye - -	17,330		
	South Ross* -	26,232		
		87,174		
17	North Ross† -	28,776	D. Sime, Esq. - -	Bonar Bridge, Ross-shire, N.B.
	Caithness -	39,992		
	Sutherland -	24,317		
	Lewis - -	25,947		
		119,032		

* South Ross consists of the following school districts:

Applecross.
Avoch.
Carnoch.
Contin.
Cromarty (*with burgh*).
Gairloch.
Glenshiel.
Killearnan.
Kinlochleuchart.
Kintail.
Knockbain.
Lochalsh.
Lochcarron.
Resolis.
Rosemarkie (*including burgh of Fortrose*).
Urquhart and Logie Wester.
Urray.

† North Ross consists of the following school districts:

Alness.
Dingwall (*with burgh*).
Edderton.
Fearn.
Fodderty.
Kilmuir Easter.
Kiltearn.
Kincardine.
Lochbroom.
Logie Easter.
Nigg.
Rosskeen.
Tain (*with burgh*).
Tarbat.

H.M. INSPECTORS OF SCHOOLS (25).

Inspectors.	Number of District.	Inspectors.	Number of District.
† Andrew, A. R., Esq.	6	Macleod, J., Esq.	16
Barrie, A. O., Esq.	3	Marshall, J. W., Esq.	8
† Bathgate, W., Esq.	3 and 8	Muir, R. J., Esq.	12
† Blaikie, J., Esq.	1		
† Boyd, J., Esq.	10	Ogilvie, R., Esq.	9
† Calder, R., Esq.	6	Ross, D., Esq.	10
Dey, A., Esq.	11	Scougal, A. E., Esq.	2
† Dunn, G., Esq.	1	Sime, D., Esq.	17
		Smith, J., Esq.	7
* Hall, J., Esq.	14	Stewart, T. A., Esq.	13
† Harvey, R., Esq.	14		
		† Waddell, W. W., Esq.	1
Jolly, W., Esq.	15	Walker, A., Esq.	5
		* Wilson, Dr.	1
* Kerr, Dr.	6	Wilson, Hugh, Esq.	4

INSPECTORS' ASSISTANTS (18).

Assistants	Number of District.	Assistants.	Number of District.
Binnie, J.	10	Miller, J.	6
Black, S. D.	12	Munro, J. W.	5
Calder, W.	6	Pennycook, W.	2
Campbell, W.	13		
Craigie, J.	4 & 14	Shanks, W. M.	7
		Small, R.	1
Gall, W. S.	6	Smith, T.	4
Galloway, J.	3		
		Thompson, D.	11
Henderson, J.	8		
		Welsh, H.	14
Johnston, D.	10	Whyte, W.	9

* Senior inspectors. † Inspectors not in charge of Districts.

(No. 2.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Aggregate Annual Income and Expenditure of Schools as per Table No. 1.

Denominations.	Income.								Rate of Income per Scholar in Average Attendance calculated on complete Annual Returns only.
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence. Paid by Scholars.	School Pence. Paid by Parochial Boards.	Government Grant, 1876–77.	Other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In Schools connected with *Church of Scotland*	7,952 8 6	10 0 0	14,891 12 6	35,294 10 9	941 19 3*	39,139 13 11	1,045 9 3	99,275 14 2	2 1 1¾
Free Church	2,007 12 5	41 5 0	5,716 1 5	13,452 7 9	190 16 5†	12,732 12 5	452 5 10	34,593 1 3	2 1 1¾
Episcopal Church	237 15 4	—	3,632 4 7	4,062 17 11	75 4 9‡	5,653 19 0	105 4 8	13,767 6 3	1 12 2
Roman Catholic Church	217 1 8	—	14,472 1 1	8,760 1 2	779 9 5§	17,332 9 6	355 7 11	41,816 10 9	1 13 1¼
In *Public* Schools	9,255 14 7	207,257 2 8	1,080 19 7	174,570 4 7	5,498 8 10‖	208,432 15 1	3,700 4 2	609,795 9 6	2 2 11
Total	19,670 12 6	207,308 7 8	39,792 19 2	236,140 2 2	7,485 18 8	283,191 9 11	5,658 11 10	799,248 1 11	2 1 9

Denominations.	Expenditure.				Rate of Expenditure per Scholar in Average Attendance, calculated on complete annual Returns only.	No. of Voluntary Subscribers.			
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		Of 5*l.* and upwards.	Of 1*l.* and less than 5*l.*	Of less than 1*l.*	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				
In Schools connected with *Church of Scotland*	82,300 17 11	2,973 10 5	11,732 3 8	97,006 12 0	2 0 1¾	251	345	3,777	4,373
Free Church	28,205 1 8	956 4 9	4,679 5 0	33,840 11 5	2 0 2¾	61	131	777	969
Episcopal Church	11,101 8 3	505 3 8	2,171 10 6	13,778 2 5	1 12 2¼	146	406	296	848
Roman Catholic Church	28,000 13 7	2,896 18 11	10,343 9 10	41,241 2 4	1 12 8	115	234	1,810	2,159
In *Public* Schools	514,054 13 4	13,248 15 3	81,563 9 3	608,866 17 10	2 2 10¼	—	—	—	—
Total	663,662 14 9	20,580 13 0	110,489 18 3	794,733 6 0	2 1 6	573	1,116	6,660	8,349

* On account of 1,615 scholars.
§ On account of 1,401 scholars.
† On account of 362 scholars.
‖ On account of 11,282 scholars.
‡ On account of 211 scholars.

(No. 3.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Average Salaries of Teachers.

Denominations.	Certificated Masters.			Certificated Mistresses.		
	Average salaries (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.	Average salaries (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.
	£ s. d.			£ s. d.		
In Schools connected with *Church of Scotland*	149 3 9	279	124	80 7 4	281	100
Free Church	132 5 1	113	39	71 11 6	97	28
Episcopal Church	120 14 1	37	19	70 15 6	52	18
Roman Catholic Church	135 7 3	51	7	81 1 11	145	28
In *Public* Schools	136 2 9	2,467	1,525	70 0 4	1,311	212
Total	137 1 10	2,947	1,714	72 10 3	1,886	386

Number of Teachers in the Enjoyment of Salaries of certain specified Amounts.

Denominations.	Males.									Females.								
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
In Schools connected with *Church of Scotland*	10	28	73	65	37	30	12	24	279	12	3	5	121	84	45	9	2	281
Free Church	8	13	26	32	18	7	4	5	113	6	6	4	43	27	10	—	1	97
Episcopal Church	2	4	7	14	6	3	1	—	37	2	2	2	27	13	6	—	—	52
Roman Catholic Church	1	3	9	23	7	4	1	3	51	2	1	1	56	57	21	7	—	145
In *Public* Schools	49	225	618	741	453	213	92	76	2,467	38	35	46	766	313	96	15	2	1,311
Total	70	273	733	875	521	257	110	108*	2,947	60	47	58	1,013	494	178	31	5	1,886

* Of these, 56 were at 300*l.* and under 350*l.*; 20 were at 350*l.* and under 400*l.*; 17 were at 400*l.* and under 450*l.*; 10 were at 450*l.* and under 500*l.*; 4 were at 500*l.* and under 550*l.*; and 1 was at 650*l.* and under 700*l.*

(No. 4.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.—School Fees.

Denominations.	Number of Scholars to which these Returns refer.*	Per-centage of those Scholars paying, per Week,								
		Nothing (*i.e.* Free Scholars).	Less than One Penny.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Sixpence.	Sixpence and less than Ninepence.	Ninepence.	More than Ninepence.
In Schools connected with *Ch. of Scotland*	54,027†	7·94	·33	9·57	26·27	25·53	19·72	8·72	·85	1·07
Free Church	20,015‡	15·26	·53	5·03	17·63	22·67	23·51	12·63	1·94	·8
Episcopal Church	11,258§	6·68	—	16·28	31·43	30·86	11·88	2·27	—	·6
Roman Catholic Church	33,634‖	15·16	·27	30·9	29·68	18·8	4·77	·42	—	—
In *Public* Schools	363,472¶	3·03	·28	8·25	28·24	35·59	22·23	2·03	·29	·06
Total	482,406	5·02	·28	10·03	27·75	32·65	20·55	3·11	·39	·22

* Of these †1,615, ‡362, §211, ‖1,401, ¶11,282=14,871 were paid for by parochial boards.

(No. 5.)

Attendance.

Denominations.	Average Number of Scholars in Attendance.				Number of Scholars aged							
					Four and under Seven			Seven and over				
					Who have attended							
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	250 times and over.	150 times and over. Art. 20b.	Total.	250 times and over.	150 times and over. Art. 20. a.	b.	c.	Total.
In Schools connected with *Church of Scotland*	33,598	12,206	2,203	48,007	6,880	136	7,016	36,908	364	701	458	38,431
Free Church	12,068	3,636	647	16,351	2,081	61	2,142	11,739	1,329	576	146	13,790
Episcopal Church	4,355	3,822	308	8,485	1,613	16	1,629	5,509	221	104	70	5,904
Roman Catholic Church	7,524	12,248	3,561	23,333	4,998	201	5,199	14,420	642	198	290	15,550
In *Public* Schools	245,133	18,194	17,754	281,081	37,233	1,526	38,759	214,179	4,187	10,466	5,384	234,216
Total	302,678	50,106	24,473	377,257	52,805	1,940	54,745	282,755	6,743	12,045	6,348	307,891

(No. 6.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Examination and Results of Examination.

Denominations.	Standard I. No. of Scholars presented for Examination. Under 10 Years of Age.	Over 10 Years of Age.	Total.	Number of those Scholars Who passed in Reading.	Writing.	Arithmetic.	Who failed to pass in Reading.	Writing.	Arithmetic.	Standard II. No. of Scholars presented for Examination. Under 10 Years of Age.	Over 10 Years of Age.	Total.	Number of those Scholars Who passed in Reading.	Writing.	Arithmetic.	Who failed to pass in Reading.	Writing.	Arithmetic.
In Schools connected with *Ch. of Scot.*	8,390	613	9,003	8,367	8,565	7,589	636	438	1,414	6,208	2,085	8,293	8,091	7,468	7,450	202	825	843
Free Church - - - -	2,638	605	3,243	2,962	3,079	2,550	281	164	693	1,845	1,298	3,143	3,059	2,726	2,738	84	417	405
Episcopal Church - - -	1,473	156	1,629	1,404	1,528	1,158	225	101	471	972	408	1,380	1,314	1,121	1,172	66	259	208
Roman Catholic Church - -	4,050	738	4,788	4,423	4,516	3,987	365	272	801	2,445	1,542	3,987	3,896	3,597	3,600	91	390	387
In *Public* Schools - - -	51,788	5,791	57,579	52,514	53,969	46,072	5,065	3,610	11,507	35,391	17,032	52,423	50,895	46,391	47,147	1,528	6,032	5,276
Total - -	68,339	7,903	76,242	69,670	71,657	61,356	6,572	4,585	14,886	46,861	22,365	69,226	67,255	61,303	62,107	1,971	7,923	7,119

	Standard III.									Standard IV.								
In Schools connected with *Ch. of Scot.*	2,925	4,629	7,554	7,412	6,677	6,348	142	877	1,206	202	5,614	5,816	5,190	4,927	4,352	626	889	1,464
Free Church - - - -	685	1,871	2,556	2,518	2,189	2,119	38	367	437	35	1,700	1,735	1,470	1,432	1,171	265	303	564
Episcopal Church - - -	434	660	1,094	1,063	857	832	31	237	262	40	701	741	568	554	425	173	187	316
Roman Catholic Church - -	913	2,033	2,946	2,875	2,516	2,299	71	430	647	65	1,521	1,586	1,315	1,255	996	271	331	590
In *Public* Schools - - -	14,401	30,947	45,348	44,407	39,080	37,612	941	6,268	7,736	1,191	31,368	32,559	28,174	26,885	23,498	4,385	5,674	9,061
Total - -	19,358	40,140	59,498	58,275	51,319	49,210	1,223	8,179	10,288	1,533	40,904	42,437	36,717	35,053	30,442	5,720	7,384	11,995

(No. 4.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.—School Fees.

Denominations.	Number of Scholars to which these Returns refer.*	Per-centage of those Scholars paying, per Week,								
		Nothing (*i.e.* Free Scholars).	Less than One Penny.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Sixpence.	Sixpence and less than Ninepence.	Ninepence.	More than Ninepence.
In Schools connected with *Ch. of Scotland*	54,027†	7·94	·33	9·57	26·27	25·53	19·72	8·72	·85	1·07
Free Church - - - - -	20,015‡	15·26	·53	5·03	17·63	22·67	23·51	12·63	1·94	·8
Episcopal Church - - - -	11,258§	6·68	—	16·28	31·43	30·86	11·88	2·27	—	·6
Roman Catholic Church - - -	33,634‖	15·16	·27	30·9	29·68	18·8	4·77	·42	—	—
In *Public* Schools - - -	363,472¶	3·03	·28	8·25	28·24	35·59	22·23	2·03	·29	·06
Total - - -	482,406	5·02	·28	10·03	27·75	32·65	20·55	3·11	·39	·22

* Of these †1,615, ‡362, §211, ‖1,401, ¶11,282=14,871 were paid for by parochial boards.

(No. 5.)

Attendance.

Denominations.	Average Number of Scholars in Attendance.				Number of Scholars aged							
					Four and under Seven			Seven and over				
					Who have attended							
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	250 times and over.	150 times and over. Art. 20*b*.	Total.	250 times and over.	150 times and over. Art. 20. *a.*	*b.*	*c.*	Total.
In Schools connected with *Church of Scotland* - - - - -	33,598	12,206	2,203	48,007	6,880	136	7,016	36,908	364	701	458	38,431
Free Church - - - - -	12,068	3,636	647	16,351	2,081	61	2,142	11,739	1,329	576	146	13,790
Episcopal Church - - - -	4,355	3,822	308	8,485	1,613	16	1,629	5,509	221	104	70	5,904
Roman Catholic Church - - -	7,524	12,248	3,561	23,333	4,998	201	5,199	14,420	642	198	290	15,550
In *Public* Schools - - - -	245,133	18,194	17,754	281,081	37,233	1,526	38,759	214,179	4,187	10,466	5,384	234,216
Total - - -	302,678	50,106	24,473	377,257	52,805	1,940	54,745	282,755	6,743	12,045	6,348	307,891

(No. 6.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Examination and Results of Examination.

Denominations.	Standard I.									Standard II.								
	No. of Scholars presented for Examination.			Number of those Scholars						No. of Scholars presented for Examination.			Number of those Scholars					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
In Schools connected with *Ch. of Scot.*	8,390	613	9,003	8,367	8,565	7,589	636	438	1,414	6,208	2,085	8,293	8,091	7,468	7,450	202	825	843
Free Church - - - -	2,638	605	3,243	2,962	3,079	2,550	281	164	693	1,845	1,298	3,143	3,059	2,726	2,738	84	417	405
Episcopal Church - - -	1,473	156	1,629	1,404	1,528	1,158	225	101	471	972	408	1,380	1,314	1,121	1,172	66	259	208
Roman Catholic Church - -	4,050	738	4,788	4,423	4,516	3,987	365	272	801	2,445	1,542	3,987	3,896	3,597	3,600	91	390	387
In *Public* Schools - - -	51,788	5,791	57,579	52,514	53,969	46,072	5,065	3,610	11,507	35,391	17,032	52,423	50,895	46,391	47,147	1,528	6,032	5,276
Total - -	68,339	7,903	76,242	69,670	71,657	61,356	6,572	4,585	14,886	46,861	22,365	69,226	67,255	61,303	62,107	1,971	7,923	7,119

	Standard III.									Standard IV.								
In Schools connected with *Ch. of Scot.*	2,925	4,629	7,554	7,412	6,677	6,348	142	877	1,206	202	5,614	5,816	5,190	4,927	4,352	626	889	1,464
Free Church - - - -	685	1,871	2,556	2,518	2,189	2,119	38	367	437	35	1,700	1,735	1,470	1,432	1,171	265	303	564
Episcopal Church - - -	434	660	1,094	1,063	857	832	31	237	262	40	701	741	568	554	425	173	187	316
Roman Catholic Church - -	913	2,033	2,946	2,875	2,516	2,299	71	430	647	65	1,521	1,586	1,315	1,255	996	271	331	590
In *Public* Schools - - -	14,401	30,947	45,348	44,407	39,080	37,612	941	6,268	7,736	1,191	31,368	32,559	28,174	26,885	23,498	4,385	5,674	9,061
Total - -	19,358	40,140	59,498	58,275	51,319	49,210	1,223	8,179	10,288	1,533	40,904	42,437	36,717	35,053	30,442	5,720	7,384	11,995

(No. 6.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Examination and Results of Examination—*continued.*

Denominations.	Standard V.									Standard VI.								
	No. of Scholars presented for Examination.			Number of those Scholars						No. of Scholars presented for Examination.			Number of those Scholars					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
In Schools connected with *Church of Scotland*	8	2,778	2,786	2,436	2,360	2,306	350	426	480	—	1,141	1,141	1,036	1,053	958	105	88	203
Free Church	3	1,043	1,046	871	872	836	175	174	210	—	407	407	338	373	308	69	34	99
Episcopal Church	1	339	340	234	266	225	106	74	115	—	87	87	67	77	54	20	10	33
Roman Catholic Church	5	605	610	494	463	427	116	147	183	—	149	149	131	131	77	18	18	72
In *Public* Schools	48	16,359	16,407	13,481	13,296	13,009	2,926	3,111	3,398	—	6,421	6,421	5,776	5,905	4,858	645	516	1,563
Total	65	21,124	21,189	17,516	17,257	16,803	3,673	3,932	4,386	—	8,205	8,205	7,348	7,539	6,235	857	666	1,970

Denominations.	Total Standards I. to VI. inclusive.								
	No. of Scholars presented for Examination.			Number of those Scholars					
				Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
In Schools connected with *Church of Scotland*	17,733	16,860	34,593	32,532	31,050	28,083	2,061	3,543	5,610
Free Church	5,206	6,924	12,130	11,218	10,671	9,722	912	1,459	2,408
Episcopal Church	2,920	2,351	5,271	4,650	4,403	3,866	621	868	1,405
Roman Catholic Church	7,478	6,588	14,066	13,134	12,478	11,386	932	1,588	2,680
In *Public* Schools	102,819	107,918	210,737	195,247	185,526	172,196	15,490	25,211	38,541
Total	136,156	140,641	276,797*	256,781	244,128	226,153	20,016	32,669	50,644

* 104 scholars not included here were examined, but were struck off the official returns, having been presented in violation of Article 29.

(No. 6.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Examination and Results of Examination—*continued.*

Denominations.	Number of Scholars				Passes				Passes for Payment	
	Presented for Examination		Absent (Scholars over 7).	Total.	On individual Examination under Article 19 B. (2).	On Absentees* (Scholars over 7).	Total.	Deducted not fulfilling Articles 17 and 19.	Under Article 19 B. (2) *a*.	Under Article 19 B. (2) *b*.
	Under Article 19 B. (2) *a*.	Under Article 19 B. (2) *b*.								
In Schools connected with *Church of Scotland* -	34,278	315	3	34,596	92,565	7	92,572	774	90,921	877
Free Church - - - - - -	11,970	160	7	12,137	31,611	16	31,627	351	30,861	415
Episcopal Church - - - - -	5,238	33	—	5,271	12,919	—	12,919	143	12,702	74
Roman Catholic Church - - - -	13,676	390	1	14,067	36,998	2	37,000	316	35,598	1,086
In *Public* Schools - - - - -	207,001	3,736	117	210,854	552,969	319	553,288	6,665	536,726	9,897
Total - - - -	272,163	4,634	128	276,925	727,062	344	727,406	8,249	706,808	12,349

Denominations.	Passes on Attendance only.†					
	Infants above 4 and under 7.					
	Presented under Article 19 B. (1).		Absentees.*	Total.	Deducted not fulfilling Articles 17 and 19.	Total for Payment.
	a.	*b*.				
In Schools connected with *Church of Scotland* -	5,125	1,263	3	6,391	132	6,259
Free Church - - - - - -	1,618	310	1	1,929	—	1,929
Episcopal Church - - - - -	1,337	125	—	1,462	—	1,462
Roman Catholic Church - - - -	2,399	2,211	—	4,610	124	4,486
In *Public* Schools - - - - -	26,442	8,944	13	35,399	262	35,137
Total - - - - - -	36,921	12,853	17	49,791	518	49,273

* Passes allowed on scholars absent on account of epidemic.

† Infants above 4 and under 7 years of age who have attended not less than 250 meetings of the school receive a grant (without examination) of either (*a*) 8*s*. per child, if taught with the elder scholars, or (*b*) 10*s*. per child if taught in a separate room by a certificated teacher of their own.

(No. 6.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Results of Examination.

Denominations.	Per-centage of the Number of Scholars under 10 years of Age who upon Examination in															
	Standard I.				Standard II.				Standard III.				Standard IV.			
	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.
In Schools connected with *Church of Scotland*	80·75	12·99	3·9	2·36	83·15	12·87	3·38	·6	79·04	16·48	3·86	·62	67·33	25·25	2·97	4·45
Free Church	74·34	18·12	5·19	2·35	79·46	14·53	5·2	·81	79·27	15·33	4·96	·44	68·57	22·86	8·57	—
Episcopal Church	64·09	24·44	8·48	2·99	73·87	17·69	6·38	2·06	64·75	25·81	8·75	·69	37·5	25·	27·5	10·
Roman Catholic Church	78·64	14·57	3·9	2·89	82·25	13·58	3·43	·74	73·05	21·03	5·15	·77	44·61	33·85	13·85	7·69
In *Public* Schools	76·23	15·23	5·35	3·19	82·14	13·31	3·8	·75	77·57	17·37	4·56	·5	67·42	22·	8·14	2·44
Total	76·59	15·23	5·15	3·03	82·	13·4	3·84	·76	77·36	17·52	4·59	·53	65·69	23·03	8·22	3·06

Denominations.	Per-centage of the Number of Scholars under 10 years of Age who upon Examination in											
	Standard V.				Standard VI.				Total.			
	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.
In Schools connected with *Church of Scotland*	62·5	25·	12·5	—	—	—	—	—	81·15	13·67	3·7	1·48
Free Church	—	66·67	33·33	—	—	—	—	—	76·72	16·54	5·2	1·54
Episcopal Church	100·	—	—	—	—	—	—	—	67·09	22·4	8·08	2·43
Roman Catholic Church	80·	20·	—	—	—	—	—	—	78·84	15·2	3·99	1·97
In *Public* Schools	75·	18·75	4·17	2·08	—	—	—	—	78·35	14·95	4·74	1·96
Total	70·77	21·54	6·15	1·54	—	—	—	—	78·43	15·02	4·65	1·9

(No. 6.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Results of Examination—*continued.*

Denominations.	Per-centage of the Number of Scholars over 10 years of Age who upon Examination in															
	Standard I.				Standard II.				Standard III.				Standard IV.			
	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.
In Schools connected with *Church of Scotland*	81·89	13·21	3·43	1·47	80·33	14·44	4·22	1·01	76·37	16·59	6·11	·93	65·21	21·77	9·37	3·65
Free Church	74·05	20·17	4·46	1·32	76·66	16·95	5·24	1·15	71·84	21·43	6·36	·37	55·47	27·88	12·06	4·59
Episcopal Church	69·87	26·28	2·57	1·28	70·1	18·63	9·07	2·2	62·58	24·85	12·12	·45	42·51	32·67	16·97	7·85
Roman Catholic Church	82·38	12·33	3·66	1·63	83·79	12·58	3·11	·52	67·93	23·81	7·23	1·03	50·76	28·86	15·25	5·13
In *Public* Schools	77·9	15·56	4·23	2·31	79·2	15·3	4·6	·9	72·71	20·06	6·49	·74	59·51	25·64	10·97	3·88
Total	78·17	15·64	4·1	2·09	79·3	15·2	4·58	·92	72·68	19·99	6·57	·76	59·51	25·44	11·05	4·

Denominations.	Per-centage of the Number of Scholars over 10 years of Age who upon Examination in											
	Standard V.				Standard VI.				Total.			
	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.
In Schools connected with *Church of Scotland*	68·18	21·13	8·13	2·56	73·36	19·98	5·26	1·4	71·79	18·9	7·14	2·17
Free Church	63·57	23·01	10·07	3·35	63·15	26·78	7·37	2·7	67·16	22·62	8·	2·22
Episcopal Church	44·54	30·38	18·59	6·49	51·72	29·89	12·64	5·75	55·38	27·18	13·36	4·08
Roman Catholic Church	51·24	28·92	14·88	4·96	46·98	36·91	12·75	3·36	67·29	21·83	8·54	2·34
In *Public* Schools	60·76	24·67	10·8	3·77	67·23	24·47	6·95	1·35	68·04	21·64	8·06	2·26
Total	61·34	24·34	10·65	3·67	67·35	21·24	6·9	1·51	68·2	21·47	8·05	2·28

(No. 6.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Results of Examination—*continued.*

Denominations.	Per-centage of the whole Number of Scholars who upon Examination in															
	Standard I.				Standard II.				Standard III.				Standard IV.			
	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.
In Schools connected with *Church of Scotland*	80·83	13·01	3·86	2·3	82·44	13·27	3·59	·7	77·4	16·55	5·24	·81	65·28	21·89	9·15	3·68
Free Church	74·28	18·5	5·06	2·16	78·3	15·53	5·22	·95	73·83	19·8	5·98	·39	55·73	27·78	11·99	4·5
Episcopal Church	64·64	24·62	7·92	2·82	72·75	17·97	7·18	2·1	63·44	25·23	10·78	·55	42·24	32·25	17·55	7·96
Roman Catholic Church	79·22	14·22	3·86	2·7	82·85	13·19	3·31	·65	69·52	22·95	6·58	·95	50·5	29·07	15·2	5·23
In *Public* Schools	76·4	15·26	5·24	3·1	81·18	13·96	4·06	·8	74·25	19·2	5·88	·67	59·8	25·5	10·87	3·83
Total	76·75	15·27	5·04	2·94	81·13	13·98	4·08	·81	74·2	19·19	5·93	·68	59·73	25·35	10·96	3·96

Denominations.	Per-centage of the whole Number of Scholars who upon Examination in												Per-centage of the whole Number of Scholars examined					
	Standard V.				Standard VI.				Total.				Who passed in			Who failed to pass in		
	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Passed in Three Subjects.	Passed in Two Subjects.	Passed in One Subject.	Failed in Three Subjects.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
In Schools connected with *Church of Scotland*	68·16	21·14	8·15	2·55	73·36	19·98	5·26	1·4	76·59	16·22	5·38	1·81	94·04	89·76	83·78	5·96	10·24	16·22
Free Church	63·39	23·14	10·13	3·34	63·15	26·78	7·37	2·7	71·26	20·01	6·8	1·93	92·48	87·97	80·15	7·52	12·03	19·85
Episcopal Church	44·71	30·29	18·53	6·47	51·72	29·89	12·64	5·75	61·87	24·53	10·43	3·17	88·22	83·53	73·34	11·78	16·47	26·66
Roman Catholic Church	51·48	28·85	14·75	4·92	46·98	36·91	12·75	3·36	73·43	18·31	6·12	2·14	93·37	88·71	80·95	6·63	11·29	19·05
In *Public* Schools	60·8	24·65	10·78	3·77	67·23	24·47	6·95	1·35	73·07	18·38	6·44	2·11	92·65	88·04	81·71	7·35	11·96	18·29
Total	61·37	24·33	10·64	3·66	67·35	24·24	6·9	1·51	73·23	18·3	6·38	2·09	92·77	88·2	81·7	7·23	11·8	18·3

(No. 7.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Table showing the Operation of Article 19 C., D., and E.

Denominations.	Total Number of Scholars over seven in Average Attendance (in Boys' and Girls' Schools).	Number of Scholars over seven in Average Attendance (in Boys' and Girls' Schools) not earning Grant under Article 19 C. 1. and 2.	Article 19c. (1.).				Article 19c. (2.).				Article 19 D.						Article 19 E.	
			Number of Departments	Number of Scholars in Average Attendance.	Number of Scholars deducted under Articles 17 and 19.	Total for Payment.	Number of Departments	Number of Scholars in Average Attendance.	Number of Scholars deducted under Articles 17 and 19.	Total for Payment.	Number of Departments paid under Article 19 D. Grants of		Article 19 D (*a*).			No. of Schools paid grant of 10*l.* under Article 19 D (*b*).	Number of Pupil-teachers paid for under Article 19 E. Grants of	
											10*l.*	15*l.*	No. of Schools.	Number of Scholars presented for Examination.	No. of passes.		40*s.*	60*s.*
In Schools connected with *Church of Scotland* -	37,876	840	326	35,688	69	35,619	267	31,773	44	31,729	23	41	1	5	15	—	241	314
Free Church - -	13,139	429	112	12,256	45	12,211	83	10,543	45	10,498	6	5	—	—	—	—	52	90
Episcopal Church -	5,969	539	63	5,059	—	5,059	50	4,729	—	4,729	1	2	—	—	—	—	39	34
Roman Catholic Church	16,376	968	127	15,061	220	14,841	91	11,801	—	11,801	1	1	—	—	—	—	131	22
In *Public* Schools -	222,570	7,405	2,069	207,415	745	206,670	1,746	185,652	151	185,501	196	270	25	290	748	3	1,197	1,207
Total - -	295,930	10,181	2,697	275,479	1,079	274,400	2,237	244,498	240	244,258	227	319	26	295	763	3	1,660	1,667

(No. 8.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

Examination and Results of Examination under Article 21. (Specific Subjects.)

Denominations.	Number of Departments in which Scholars were presented.		Number of Scholars examined				Number of Scholars passed			Passes.			
	Boys or Mixed.	Girls or Mixed.	In One Subject.	In Two Subjects.	In Three Subjects.	Total.	In One Subject.	In Two Subjects.	In Three Subjects.	Total.	Number deducted: Under Article 21 (c).	Number deducted: Under other Articles	Net Total.
In Schools connected with *Church of Scotland*	116	51	1,774	2,852	162	4,788	1,928	2,078	137	6,495	103	52	6,340
Free Church	39	15	579	1,118	120	1,817	670	796	94	2,544	115	6	2,423
Episcopal Church	12	14	189	126	6	321	149	83	6	333	24	4	305
Roman Catholic Church	9	13	98	198	21	317	137	107	19	408	36	4	368
In *Public* Schools	1,184	99	10,290	15,003	1,241	26,534	11,056	9,671	982	33,344	910	352	32,082
Total	1,360	192	12,930	19,297	1,550	33,777	13,940	12,735	1,238	43,124	1,188	418	41,518

Denominations.	Number of Scholars examined in: Mathematics.	English Literature.	Latin.	Greek.	French.	German.	Mechanics.	Chemistry.	Animal Physiology.	Physics: Light and Heat.	Physics: Magnetism and Electricity.	Physical Geography.	Botany.	Domestic Economy (for Girls).
In Schools connected with *Church of Scotland*	261	1,950	393	7	196	4	—	29	998	125	86	1,484	13	2,418
Free Church	93	693	317	1	143	9	—	10	337	—	37	608	19	908
Episcopal Church	6	134	3	—	6	—	—	—	27	—	25	80	—	178
Roman Catholic Church	9	150	8	—	50	—	—	—	21	—	—	137	3	179
In *Public* Schools	1,697	11,464	4,218	196	1,846	57	27	127	3,201	—	488	8,755	342	11,601
Total	2,066	14,391	4,939	204	2,241	70	27	166	4,584	125	636	11,064	377	15,284

(No. 9.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Night Schools.

Denominations.	Total number of Schools actually inspected.				Number of Scholars present at Inspection.			Number of Scholars in Average Attendance.			Number of Scholars who have attended 40 hours and over.
	Number of Institutions not connected with Day Schools.	Number of Departments in which separate Head Teachers are employed.									
		Connected with Day Schools.	Not connected with Day Schools.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
In Schools connected with *Church of Scotland*	1	11	1	12	376	62	438	413	77	490	525
Free Church	1	8	1	9	345	227	572	361	267	628	749
Episcopal Church	1	3	1	4	143	—	143	139	—	139	180
Roman Catholic Church	2	44	2	46	1,673	1,315	2,988	1,680	1,412	3,092	3,197
In *Public* Schools	8	171	9	180	6,599	2,171	8,770	6,671	2,103	8,774	9,649
Total	13	237	14	251	9,136	3,775	12,911	9,264	3,859	13,123	14,300

Denominations.	Net Amount paid out of Parliamentary Grants during Year ending 31st August 1878.	Rate of Grant per Scholar in Average Attendance.	Number of Scholars on School Registers.				Number of Scholars for whom accommodation is provided at 8 square feet of area per Scholar in Buildings not connected with Day Schools.
			Under 12.	Between 12 and 21.	Over 21.	Total.	
	£ s. d.	£ s. d.					
In Schools connected with *Church of Scotland*	217 10 0	0 8 10½	3	690	9	702	170
Free Church	283 19 6	0 9 0½	5	665	1	671	517
Episcopal Church	71 3 6	0 10 3	—	190	—	190	173
Roman Catholic Church	1,383 13 0	0 8 11½	62	4,619	51	4,732	388
In *Public* Schools	4,156 10 2	0 9 5¾	75	11,196	545	11,816	2,009
Total	6,112 16 2	0 9 3¾	145	17,360	606	18,111	3,257

(No. 10.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Night Schools.

Examination and Results of Examination.

Denominations.	Standard I.							Standard II.						
	No. of Scholars presented for Examination.	Number of those Scholars						No. of Scholars presented for Examination.	Number of those Scholars					
		Who passed in			Who failed to pass in				Who passed in			Who failed to pass in		
		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
In Schools connected with *Church of Scotland*	66	66	66	58	—	—	8	55	51	37	48	4	18	7
Free Church	91	84	87	79	7	4	12	111	105	85	88	6	26	23
Episcopal Church	4	4	4	4	—	—	—	16	13	10	13	3	6	3
Roman Catholic Church	1,000	888	861	791	112	139	209	681	649	484	549	32	197	132
In *Public* Schools	1,473	1,361	1,394	1,276	112	79	197	1,705	1,669	1,334	1,489	36	371	216
Total	2,634	2,403	2,412	2,208	231	222	426	2,568	2,487	1,950	2,187	81	618	381

	Standard III.							Standard IV.						
In Schools connected with *Church of Scotland*	95	90	82	79	5	13	16	102	90	82	60	12	20	42
Free Church	134	134	103	90	—	31	44	75	73	57	51	2	18	24
Episcopal Church	36	36	33	29	—	3	7	31	29	24	20	2	7	11
Roman Catholic Church	467	461	358	335	6	109	132	205	204	161	133	1	44	72
In *Public* Schools	1,993	1,972	1,666	1,686	21	327	307	1,328	1,259	1,100	948	69	228	380
Total	2,725	2,693	2,242	2,219	32	483	506	1,741	1,655	1,424	1,212	86	317	529

(No. 10.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Night Schools.

Examination and Results of Examination—*continued.*

Denominations.	Standard V.							Standard VI.						
	No. of Scholars presented for Examination.	Number of those Scholars						No. of Scholars presented for Examination.	Number of those Scholars					
		Who passed in			Who failed to pass in				Who passed in			Who failed to pass in		
		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
In Schools connected with *Church of Scotland*	61	50	46	33	11	15	28	8	8	7	3	—	1	5
Free Church	63	62	59	49	1	4	14	21	21	20	20	—	1	1
Episcopal Church	32	32	28	25	—	4	7	16	16	16	11	—	—	5
Roman Catholic Church	91	85	60	44	6	31	47	26	26	16	17	—	10	9
In *Public* Schools	822	798	683	607	24	139	215	217	215	191	134	2	26	83
Total	1,069	1,027	876	758	42	193	311	288	286	250	185	2	38	103

Denominations.	Total (Standards I. to VI. inclusive).							Total Passes on Individual Examination, under Article 22 (*b*).
	No. of Scholars presented for Examination.	Number of those Scholars						
		Who passed in			Who failed to pass in			
		Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
In Schools connected with *Church of Scotland*	387	355	320	281	32	67	106	956
Free Church	495	479	411	377	16	84	118	1,267
Episcopal Church	135	130	115	102	5	20	33	347
Roman Catholic Church	2,470	2,313	1,940	1,869	157	530	601	6,122
In *Public* School	7,538	7,274	6,368	6,140	264	1,170	1,398	19,782
Total	11,025	10,551	9,154	8,769	474	1,871	2,256	28,474

(No. 10.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Night Schools.

Results of Examination.

Denominations.	Per-centage of the number of Scholars examined in each Standard, Who passed *completely*							Who failed to pass *completely*						
	I.	II.	III.	IV.	V.	VI.	Total.	I.	II.	III.	IV.	V.	VI.	Total.
In Schools connected with *Church of Scotland*	87·88	63·64	75·79	53·92	44·26	37·5	64·6	12·12	36·36	24·21	46·08	55·74	62·5	35·4
Free Church	80·22	67·57	55·22	57·33	73·02	90·48	66·67	19·78	32·43	44·78	42·67	26·98	9·52	33·33
Episcopal Church	100·	56·25	80·56	51·61	68·75	68·75	67·41	—	43·75	19·44	48·39	31·25	31·25	32·59
Roman Catholic Church	69·3	60·65	61·34	56·59	38·46	46·15	62·96	30·7	39·35	38·76	43·41	61·54	53·85	37·04
In *Public* Schools	80·18	71·38	74·71	61·37	64·96	56·22	71·08	19·82	28·62	25·29	38·63	35·04	45·78	28·92
Total	76·27	68·11	71·56	60·02	62·11	57·99	68·79	23·73	31·89	28·44	39·98	37·89	42·01	31·21

Denominations.	Per-centage of the number of Scholars examined, Who *passed* in			Who *failed to pass* in		
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
In Schools connected with *Church of Scotland*	91·73	82·69	72·61	8·27	17·31	27·39
Free Church	96·77	83·03	76·16	3·23	16·97	23·84
Episcopal Church	96·3	85·19	75·56	3·7	14·81	24·44
Roman Catholic Church	93·64	78·5	75·67	6·36	21·5	24·33
In *Public* Schools	96·5	84·48	81·45	3·5	15·52	18·55
	95·7	83·03	79·54	4·3	16·97	20·46

(No. 11.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Grants.

Denominations.	Day Schools.* Amount claimed on: Attendance. Average. Article 19 A.	Day Schools.* Amount claimed on: Attendance. Infants. Article 19 B. 1.	Day Schools.* Amount claimed on: Examination. In Standards. Article 19 B. 2.	Day Schools.* Amount claimed on: Examination. In Classes. Article 19 C.	Day Schools.* Amount claimed on: Examination. In Special Subjects. Article 21.	Day Schools.* Amount claimed on: Special Grants to Small Schools. Article 19 D.	Day Schools.* Amount claimed on: Pupil-teachers. Article 19 E.	Day Schools.* Total.	Evening Schools.† Amount claimed on: Average Attendance. Article 22 (*a*.)	Evening Schools.† Amount claimed on: Examination. Article 22 (*b*.)	Evening Schools.† Amount claimed on: Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In Schs. connected with *Church of Scotland* -	14,614 1 1	2,612 14 8	13,711 17 6	6,666 5 0	1,271 18 0	852 8 4	1,373 6 8	41,102 11 3	98 0 0	119 10 0	217 10 0
Free Church - - -	4,908 5 9	791 18 2	4,680 13 6	2,257 2 2	482 3 4	145 0 0	361 10 0	13,626 12 11	125 12 0	158 7 6	283 19 6
Episcopal Church -	2,583 10 7	587 18 0	1,913 18 6	976 15 8	59 12 0	40 0 0	180 8 4	6,342 3 1	27 16 0	43 7 6	71 3 6
Roman Catholic Church	7,011 4 8	1,962 2 4	5,481 7 1	2,644 7 2	73 12 0	25 0 0	323 13 4	17,521 6 7	618 8 0	765 5 0	1,383 13 0
In *Public* Schools -	84,525 7 3	14,816 8 1	82,005 15 7	39,003 0 0	6,400 2 0	6,271 18 10	5,881 6 8	238,903 18 5	1,732 8 0	2,446 2 6	4,178 10 6
Total - -	113,642 9 4	20,771 1 3	107,793 12 2	51,547 10 0	8,287 7 4	7,334 7 2	8,120 5 0	317,496 12 3	2,602 4 0	3,532 12 6	6,134 16 6

* Article 19. The managers of a school which has met not less than 400 times, in the morning and afternoon, in the course of a year, as defined by Article 13, may claim at the end of such year—

A. The following sums per scholar, according to the average number in attendance throughout the year (Article 26).

(1.) 4*s*.

(2.) 1*s*. if singing forms a part of the ordinary course of instruction.

(3.) 1*s*. 6*d*., if the inspector reports that the organisation and discipline are *excellent; or*, 1*s*. if he reports that they are *good*.

For every scholar, present on the day of examination, who has attended not less than 250 morning or afternoon meetings of the school :—

1. If above four, and under seven, years of age at the end of the year (Article 13),—

(*a*.) 8*s*. if the infants are taught as a class of a school suitably to their age, and so as not to interfere with the instruction of the older children; *or*

(*b*.) 10*s*. if the infants are taught as a separate department, by a certificated teacher of their own, in a room properly constructed and furnished for their instruction.

2. If more than seven years of age, subject to examination (Articles 28, 29),—

(*a*.) 3*s*. for each pass in reading, writing, or arithmetic; *or*

(*b*.) 4*s*. for each such pass in an infant school or department (Article 19 B. 1 (*b*)).

3. No grant will be paid for any scholar who passes in only *one* of these three subjects.

C. The following sums per scholar, according to the average number of children, above 7 years of age, in attendance throughout the year (Article 26),—

1. 2*s*. if the scholars present on the day of examination, *in the classes* from which children are examined in Standards II. and III., show an intelligent and grammatical knowledge of the passages read.

2. 2*s*. if *the classes* from which children are examined in Standards IV.–VI., or in specific subjects (Article 21 *b*), pass creditably in history and geography. *This grant will not be paid unless* 10 *per cent. of the scholars examined under Article* 19 *B*. 2 (*a*) *are presented in Standard IV. and upwards.*

4. No scholar who has made the prescribed number of attendances, or has, at the date of inspection, been for six months on the register, may (without reasonable excuse for absence on the day of the inspector's yearly visit) be withheld from examination under this paragraph (C.); and one half of the children so examined must pass creditably.

D. A special grant of 10*l*. (or 15*l*.), subject to a favourable report from the inspector, if the population within two miles, by the nearest road, of the school is less than 300 (or 200) souls, and there is no other public or State-aided school, recognised by the Department as available for that population.

E. The sum of 40*s*. (or 60*s*.) in respect of each pupil-teacher required by Article 32 (*c*) who satisfies fairly (or well) the requirements of Article 70 (*e*.).

20. 150 attendances (Article 23) qualify for examination—

(*a*.) Scholars under any half time Act.

(*b*.) Scholars above 10 certified by the managers to be beneficially employed at work when not at school.

(*c*.) Scholars residing two miles or upwards from the school.

21. If the time table of the school has provided for the continuous teaching throughout the year of one or more specific subjects of secular instruction according to the table in Schedule IV.—

a. A grant of 4*s*. per subject may be made for every day scholar, presented in Standards IV.–VI. (Article 28) who passes a satisfactory examination in not more than *two* of such subjects.

b. Any scholar who has previously passed in Standard VI. may be presented for examination in any *three* of such specific subjects.

c. No payment will be made under this Article if less than 75 per cent. of the passes attainable in the Standard Examination by the scholars presented for examination (Article 28) has been obtained.

† Article 22. The managers of a school which has met not less than 45 times in the evening in the course of a year, as defined by Article 107, may claim (Articles 108 and 109),—

(*a*.) The sum of 4*s*. per scholar, according to the average number in attendance throughout the year (Article 26).

(*b*.) For every scholar who has, in the year, been under instruction in secular subjects for not less than 40 hours during evening meetings of the school 7*s*. 6*d*., subject to examination (Article 28), viz., 2*s*. 6*d*. for passing n reading, 2*s*. 6*d*. for passing in writing, and 2*s*. 6*d*. for passing in arithmeti

(No. 12.)—Statistics of Inspection of Annual Grant Schools—*continued.*

Deductions from Claims.

Denominations.	Amount claimed. Under Articles 19 and 21.	Deductions. Under Article 32 (*a*).	Deductions. Under Article 32 (*b*).	Deductions. Under Article 32 (*c*).	Deductions. Under Article 32 (*d*).	Total Amount of Deductions.	Total Amount of Grants.
Day Schools.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In Schools connected with *Church of Scotland*	41,102 11 3	54 3 3	160 0 6	134 0 0	37 13 4	385 17 1	40,716 14 2
Free Church	13,626 12 11	40 16 8	74 12 9	86 10 0	10 0 3	211 19 8	13,414 13 3
Episcopal Church	6,342 3 1	4 15 6	75 14 4	59 3 4	9 11 0	149 4 2	6,192 18 11
Roman Catholic Church	17,521 6 7	18 10 6	139 4 4	351 0 0	32 12 6	541 7 4	16,979 19 3
In *Public* Schools	238,903 18 5	623 9 11	578 4 7	351 1 8	149 5 3	1,702 1 5	237,201 17 0
Total	317,496 12 3	741 15 10	1,027 16 6	981 15 0	239 2 4	2,990 9 8	314,506 2 7
Evening Schools.	Under Art. 22.						
In Schools connected with *Church of Scotland*	217 10 0	- - -	- - -	- - -	- - -	- - -	217 10 0
Free Church	283 19 6	- - -	- - -	- - -	- - -	- - -	283 19 6
Episcopal Church	71 3 6	- - -	- - -	- - -	- - -	- - -	71 3 6
Roman Catholic Church	1,383 13 0	- - -	- - -	- - -	- - -	- - -	1,383 13 0
In *Public* Schools	4,178 10 6	7 4 5	14 15 11	- - -	- - -	22 0 4	4,156 10 2
Total	6,134 16 6	7 4 5	14 15 11	- - -	- - -	22 0 4	6,112 16 2

Under the Code the amount which may be claimed by managers may be reduced—

Article 32 (*a*). If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 13), by its excess above the income of the school from all sources whatever, other than the grant; provided that this reduction is not to bring the grant below 17*s.* 6*d.* per scholar.

Article 32 (*b*). By not less than one-tenth nor more than one-half in the whole upon the inspector's report, for faults of instruction, discipline or registration, on the part of the teacher, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

Article 32 (*c*). 1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 40 (or fraction of 40), scholars in average attendance, after the first 60, a deduction, at the rate of 1*l.* for the year, will be made on account of each of the first 20 scholars out of every 40 for whom a pupil-teacher is required but not provided.

2. A certificated (Article 43) assistant teacher, or an assistant fulfilling the conditions of Article 79, is equivalent to two pupil-teachers.

3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching sewing, is, if approved by the inspector, accepted as equivalent to a pupil-teacher

Article 32 (*d.*) By one twelfth for each month of interval between the employment of two certificated teachers (Article 17 *d*). This reduction is not made if the interval does not exceed three months, during which the school has been in charge of an uncertificated teacher.

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants between 1st September 1868 and 31st August 1878.

Schools connected with Church of Scotland.

Year ending 31st August.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grants.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance. Including Annual Grant.	Rate of Income per Scholar in Average Attendance. Excluding Annual Grant.	No. of Scholars whose Fees were paid by Parochial Boards.	Total No. of Schools inspected.	No. of Schools to which this Table refers.	Average No. of Scholars in Average Attendance in Schools in the last preceding Column.
	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.				
1869 -	22,126	—	28,783	51,617	—	37,993	577	141,096	1 7 11	1 0 4¾	—	1,069	1,008*	101,068
1870 -	25,065	—	36,412	58,861	—	45,893	427	166,658	1 8 2	1 0 5¼	—	1,251	1,191*	118,108
1871 -	26,811	—	37,957	65,770	—	53,785	371	184,694	1 8 8¾	1 0 4¼	—	1,311	1,250*	128,594
1872 -	26,611	—	39,066	68,307	—	56,886	280	191,150	1 9 3	1 0 6½	—	1,306	1,254*	130,682
1873 -	27,057	—	39,284	70,768	—	58,963	501	196,573	1 10 9	1 1 6¼	—	1,341	1,275*	127,861
1874 -	6,503	10	22,316	47,730	1,028	33,768	1,546	112,901	1 8 3¾	0 19 10	1,970	607	571*	79,765
1875 -	7,334	25	21,637	45,035	1,072	31,497	897	107,497	1 12 10†	1 3 2†	1,872	476	476	65,981
1876 -	6,164	—	18,047	42,321	958	38,476	1,093	107,059	1 17 2¼†	1 3 10¾†	1,726	420	420	58,428
1877 -	7,856	5	17,251	36,473	920	37,689	1,326	101,520	1 19 5†	1 4 8¾†	1,588	372	372	51,553
1878 -	7,952	10	14,892	35,295	942	39,140	1,045	99,276	2 1 1¼†	1 4 10¾†	1,615	352	352	48,497
Total -	163,479	50	275,645	522,177	4,920	434,090	8,063	1,408,424	—	—	—	—	—	—

Free Church Schools.

1869 -	1,446	—	16,895	31,283	—	23,678	295	73,597	1 6 0½	0 17 8	—	506	492*	56,482
1870 -	1,304	—	17,647	32,368	—	25,634	190	77,143	1 6 3	0 17 6	—	527	507*	58,864
1871 -	1,243	—	17,559	31,516	—	26,720	203	77,241	1 6 11	0 17 7	—	523	503*	57,412
1872 -	1,457	—	19,325	35,397	—	30,772	143	87,094	1 7 5¾	0 17 9	—	550	538*	63,455
1873 -	1,418	—	19,916	38,577	—	33,195	170	93,276	1 8 6	0 18 4	—	560	540*	65,478
1874 -	1,275	10	9,664	26,160	428	18,433	992	56,962	1 9 1¾	0 19 8¾	844	275	255*	39,138
1875 -	1,813	8	6,392	17,116	210	9,906	427	35,872	1 11 2†	1 2 5¾†	418	151	151	23,185
1876 -	1,715	—	5,581	16,454	185	12,608	584	37,127	1 16 1¾†	1 3 7¾†	326	136	136	21,026
1877 -	1,754	42	4,255	13,508	217	12,008	452	32,236	1 19 1¾ †	1 4 6¼†	330	116	116	16,829
1878 -	2,008	41	5,716	13,452	191	12,733	452	34,593	2 1 1¾†	1 5 10¼†	362	125	125	16,979
Total -	15,433	101	122,950	255,831	1,231	205,687	3,908	605,141	—	—	—	—	—	—

* This number differs from the number of schools inspected in consequence of incomplete returns.
† Calculated on complete annual returns only.

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Episcopal Schools.

Year ending 31st August.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grants.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance. Including Annual Grants.	Rate of Income per Scholar in Average Attendance. Excluding Annual Grants.	No. of Scholars whose Fees were paid by Parochial Boards.	Total No. of Schools Inspected.	No. of Schools to which this Table refers.	Average No. of Scholars in Average Attendance in Schools in the last preceding Column.
	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.				
1869 -	115	—	3,523	2,545	—	3,618	58	9,859	1 4 0	0 15 2¾	—	87	81*	8,216
1870 -	130	—	3,793	2,919	—	3,760	24	10,626	1 3 8	0 15 3¾	—	90	88*	8,993
1871 -	102	—	2,283	1,687	—	2,364	15	6,451	1 4 2¾	0 15 4	—	46	44*	5,329
1872 -	115	—	1,993	1,603	—	2,641	54	6,406	1 5 8	0 15 1	—	58	57*	4,992
1873 -	135	—	3,425	3,019	—	4,147	37	10,763	1 5 10¾	0 15 11	—	84	79*	8,311
1874 -	148	—	3,766	3,015	49	3,831	123	10,932	1 7 4½	0 17 9½	114	75	72*	7,988
1875 -	217	—	3,603	3,204	51	3,428	163	10,666	1 7 11†	0 18 11¼†	118	66	66	7,616
1876 -	234	—	3,769	3,776	60	4,697	440	12,976	1 10 11¾†	0 19 8¾†	134	70	70	8,565
1877 -	209	—	3,645	3,900	65	5,161	164	13,144	1 11 1½†	0 18 10¾†	172	72	72	8,511
1878 -	238	—	3,632	4,063	75	5,654	105	13,767	1 12 2†	0 18 11¼†	211	74	74	8,624
Total -	1,643	—	33,432	29,731	300	39,301	1,183	105,590	—	—	—	—	—	—

Roman Catholic Schools.

1869 -	36	—	2,710	1,937	—	3,215	28	7,926	0 16 9½	0 9 11¾	—	56	55*	9,439
1870 -	—	—	3,262	2,500	—	4,220	17	9,999	0 16 9	0 9 8¼	—	65	60*	11,914
1871 -	—	—	1,252	1,282	—	1,704	31	4,269	0 13 10¾	0 8 4	—	22	21*	6,146
1872 -	48	—	3,505	2,693	—	4,267	23	10,536	0 17 1¼	0 10 2	—	65	58*	12,324
1873 -	40	—	3,970	2,784	—	4,065	82	10,941	0 18 4¾	0 11 6½	—	65	63*	11,809
1874 -	7	—	4,282	3,326	183	4,640	117	12,455	0 19 4¾	0 12 1¾	465	79	67*	12,858
1875 -	105	—	11,412	5,642	353	5,677	208	23,397	1 4 7¾†	0 18 7½†	767	92	92	19,517
1876 -	413	—	11,671	7,605	536	10,979	463	31,757	1 7 0¼†	0 16 11¼†	1,072	104	104	24,009
1877 -	212	—	13,844	8,677	742	13,887	629	37,991	1 9 4†	0 18 4†	1,292	112	112	26,519
1878 -	217	—	14,472	8,760	780	17,252	356	41,817	1 13 1¾†	0 19 4¾†	1,401	118	118	26,425
Total -	1,078	—	70,380	45,196	2,594	69,886	1,954	191,088	—	—	—	—	—	—

* This number differs from the number of schools inspected in consequence of incomplete returns.
† Calculated on complete annual returns only.

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Public Schools.

Year ending 31st August.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grant.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance. Including Annual Grant.	Rate of Income per Scholar in Average Attendance. Excluding Annual Grant.	No. of Scholars whose Fees were paid by Parochial Boards.	Total No. of Schools inspected.	No. of Schools to which this Table refers.	Average No. of Scholars in Average Attendance in Schools in the last preceding Column.
	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.				
1874 - -	5,541	56,323	5,000	58,699	1,640	38,913	10,079	176,195	1 14 2	1 6 7¾	4,049	1,352	1,127*	103,151
1875 - -	5,403	169,327	1,169	113,437	3,969	77,669	2,273	373,247	1 18 3¼†	1 10 2¼†	8,659	1,945	1,945	197,865
1876 - -	5,822	167,359	688	135,767	3,681	128,131	2,341	443,789	1 19 8¼†	1 7 10¾†	7,816	2,099	2,099	232,409
1877 - -	8,235	205,557	1,320	163,245	4,766	167,861	3,031	554,015	2 1 8¼†	1 8 9¾†	9,986	2,271	2,271	272,446
1878 - -	9,256	207,257	1,081	174,570	5,498	208,433	3,700	609,795	2 2 11†	1 8 1†	11,282	2,342	2,342	289,855
Total -	34,257	805,823	9,258	645,718	19,554	621,007	21,424	2,157,041	—	—	—	—	—	—

Summary under Years.

1869 - -	23,723	—	51,911	87,382	—	68,504	958	232,478	1 6 6¼	0 18 8½	—	1,718	1,636*	175,205
1870 - -	26,499	—	61,114	96,648	—	79,507	658	264,426	1 6 8¾	0 18 8¼	—	1,933	1,846*	197,879
1871 - -	28,156	—	59,051	100,255	—	84,573	620	272,655	1 7 7¼	0 19 0½	—	1,902	1,818*	197,481
1872 - -	28,231	—	63,889	108,000	—	94,566	500	295,186	1 7 11	0 18 11½	—	1,979	1,907*	211,453
1873 - -	28,650	—	66,595	115,148	—	100,370	790	311,553	1 9 2¼	0 19 9¼	—	2,050	1,957*	213,549
1874 - -	13,474	56,343	45,028	138,830	3,328	99,585	12,857	369,445	1 10 5	1 2 2½	7,442	2,388	2,092*	242,900
1875 - -	14,872	169,360	44,213	184,434	5,655	128,177	3,968	550,679	1 15 6¼†	1 7 1¾†	11,834	2,730	2,730	314,164
1876 - -	14,348	167,359	39,756	206,013	5,420	194,891	4,921	632,708	1 17 11½†	1 5 11¾†	11,074	2,829	2,829	344,437
1877 - -	18,266	205,604	40,315	225,803	6,710	236,606	5,602	738,906	2 0 1¾†	1 7 0¾†	13,368	2,943	2,943	375,858
1878 - -	19,671	207,308	39,793	236,140	7,486	283,192	5,658	799,248	2 1 9†	1 6 9½†	14,871	3,011	3,011	390,380
Total -	215,890	805,974	511,665	1,498,653	28,599	1,369,971	36,532	4,467,284	—	—	—	—	—	—

* This number differs from the number of schools inspected in consequence of incomplete returns.
† Calculated on complete annual returns only.

(No. 13.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Summary under Denominations.

—	For Years ending 31 August.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Parochial Boards (School Pence).	From Government Grant.	From other Sources.	Total.
		£	£	£	£	£	£	£	£
Schools connected with Church of Scotland - - - -	1869–1878	165,476	50	275,645	528,177	4,820	434,990	8,065	1,408,424
Free Church Schools - - - - - - - -	1869–1878	15,433	101	122,850	155,831	1,231	195,667	3,008	505,141
Episcopal Schools - - - - - - - -	1869–1878	1,643	—	35,432	19,831	300	39,301	1,163	105,690
Roman Catholic Schools - - - - - - -	1869–1878	1,078	—	30,380	45,196	2,314	64,886	1,834	195,088
Public Schools - - - - - - - - -	1874–1878	34,257	805,821	9,238	645,218	18,534	621,047	11,424	2,135,041
Total - - - - - - -	- -	218,880	805,974	473,085	1,408,853	26,999	1,356,371	26,335	4,467,294

(No. 13.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants between the 1st September 1868 and 31st August 1878.

Schools connected with Church of Scotland.

Year ending 31st August.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in Average Attendance.	Total Number of Schools inspected.	Number of Schools to which this Table refers.	Average Number of Scholars in Average Attendance in Schools in the last preceding Column.
	£	£	£	£	£ s. d.			
1869	128,902	1,628	19,242	149,772	1 7 10¼	1,069	1,008*	101,068
1870	153,731	1,860	11,673	167,264	1 8 4	1,351	1,191*	118,168
1871	169,284	2,133	12,957	184,374	1 8 8	1,411	1,259*	118,594
1872	174,753	2,080	13,870	190,703	1 9 2½	1,306	1,254*	120,685
1873	181,605	1,989	13,338	196,932	1 10 9¾	1,341	1,273*	127,861
1874	98,347	2,756	12,290	113,393	1 8 5	607	571*	79,765
1875	90,730	3,188	15,189	109,103	1 12 3¾†	476	476	65,981
1876	88,686	3,095	13,041	104,722	1 16 7½†	430	430	58,428
1877	84,374	3,298	12,849	100,519	1 18 11†	372	372	51,535
1878	82,301	2,973	11,732	97,006	2 0 1¾†	352	352	48,497
Total	1,252,509	24,097	129,002	1,405,608	—	—	—	—

Free Church Schools.

1869	67,225	833	5,615	73,673	1 6 1	506	495*	56,482
1870	70,423	883	5,700	77,006	1 6 8	527	507*	58,864
1871	70,343	896	5,528	76,767	1 6 9	523	503*	57,418
1872	79,455	912	6,486	86,853	1 7 4½	528	528*	63,455
1873	85,855	983	6,914	93,151	1 8 5½	560	540*	65,478
1874	50,643	1,102	5,121	56,866	1 9 0¾	272	252*	39,158
1875	30,678	1,201	4,477	36,356	1 11 7½†	151	151	23,185
1876	30,877	1,353	4,669	36,899	1 14 8¾†	136	136	21,926
1877	26,566	1,078	4,665	31,909	1 16 5†	116	116	16,849
1878	28,205	956	4,679	33,840	2 0 2¾†	125	125	16,979
Total	539,669	10,197	53,255	603,120	—	—	—	—

Episcopal Schools.

1869	8,406	207	1,370	9,983	1 4 5½	87	81*	8,816
1870	9,059	246	1,312	10,617	1 3 7	92	88*	8,993
1871	5,454	146	799	6,400	1 4 0¾	46	44*	5,329
1872	5,567	103	664	6,434	1 5 9½	58	57*	4,992
1873	9,250	173	1,379	10,782	1 5 11¾	84	79*	8,511
1874	8,735	282	1,856	10,853	1 7 0	75	72*	7,988
1875	8,601	336	2,460	11,397	1 9 7†	66	66	7,616
1876	9,568	486	2,138	12,092	1 11 0¾†	70	70	6,585
1877	10,387	510	2,410	13,307	1 11 6¾†	72	72	8,511
1878	11,101	505	2,172	13,778	1 12 2¾†	74	74	8,024
Total	86,609	2,994	16,940	106,543	—	—	—	—

* This number differs from the number of schools inspected in consequence of incomplete returns.
† Calculated on complete annual returns only.

(No. 13.)—ABSTRACT of EXPENDITURE of ELEMENTARY SCHOOLS inspected for ANNUAL GRANTS, between the 1st September 1868 and 31st August 1878—*continued.*

ROMAN CATHOLIC SCHOOLS.

Year ending 31st August.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in average Attendance.	Total Number of Schools inspected.	Number of Schools to which this Table refers.	Average Number of Scholars in average Attendance in Schools in the last preceding Column.
	£	£	£	£	£ s. d.			
1869 -	6,825	185	1,205	8,215	0 17 4¾	56	55*	9,439
1870 -	8,548	265	1,275	10,088	0 16 11	65	60*	11,914
1871 -	3,700	91	607	4,398	0 14 3¾	22	21*	6,146
1872 -	8,773	293	1,552	10,618	0 17 2¾	65	58*	12,324
1873 -	9,091	346	1,654	11,091	0 18 7¼	65	63*	11,899
1874 -	10,142	729	2,082	12,953	1 0 1¼	79	67*	12,858
1875 -	18,056	1,726	5,530	25,312	1 6 6¼†	92	92	19,517
1876 -	21,770	2,283	8,605	32,658	1 7 3¼†	104	104	24,009
1877 -	26,475	2,958	10,667	40,100	1 11 1¼†	112	112	26,519
1878 -	28,001	2,897	10,344	41,242	1 12 8†	118	118	26,425
Total -	141,381	11,773	43,521	196,675	—	—	—	—

PUBLIC SCHOOLS.

1874 -	161,459	2,797	12,876	177,132	1 14 4¼	1,352	1,127*	103,151
1875 -	320,760	8,319	43,893	372,972	1 18 2¼†	1,945	1,945	197,865
1876 -	380,191	10,670	52,263	443,124	1 19 7¼†	2,099	2,099	232,409
1877 -	465,093	15,053	72,341	552,487	2 1 7¼†	2,271	2,271	272,446
1878 -	514,055	13,249	81,563	608,867	2 2 10¼†	2,342	2,342	289,855
Total -	1,841,558	50,088	262,936	2,154,582	—	—	—	—

SUMMARY UNDER YEARS.

1869 -	211,358	2,853	18,432	232,643	1 6 6½	1,718	1,636*	175,205
1870 -	241,761	3,254	19,900	264,975	1 6 9½	1,933	1,846*	197,879
1871 -	248,782	3,266	19,891	271,939	1 7 6½	1,902	1,818*	197,481
1872 -	268,648	3,388	22,572	294,608	1 7 10½	1,979	1,907*	211,453
1873 -	285,179	3,491	23,306	311,976	1 9 2½	2,050	1,957*	213,549
1874 -	329,226	7,666	34,305	371,197	1 10 6¾	2,388	2,092*	242,900
1875 -	468,821	14,770	71,549	555,140	1 15 9¾†	2,730	2,730	314,164
1876 -	531,492	17,887	82,016	631,395	1 17 10†	2,829	2,829	344,437
1877 -	613,095	22,894	102,133	738,122	2 0 1¾†	2,943	2,943	375,858
1878 -	663,663	20,580	110,490	794,733	2 1 6†	3,011	3,011	390,380
Total -	3,862,025	100,049	504,654	4,466,728	—	—	—	—

SUMMARY UNDER DENOMINATIONS.

—	For Years ending 31st August.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
		£	£	£	£
Schools connected with *Church of Scotland* - - - -	869-1878	1,252,809	24,997	128,002	1,405,808
Free Church Schools - - -	,,	539,668	10,197	53,255	603,120
Episcopal Schools - - -	,,	86,609	2,994	16,940	106,543
Roman Catholic Schools - - -	,,	141,381	11,773	43,521	196,675
Public Schools - - - -	1874-1878	1,841,558	50,088	262,936	2,154,582
	Total -	3,862,025	100,049	504,654	4,466,728

* This number differs from the number of schools inspected in consequence of incomplete returns.
† Calculated on complete annual returns only.

(No. 14.)—TABLE relating to ELEMENTARY DAY SCHOOLS inspected for ANNUAL GRANTS in Scotland, between 1st September 1868 and 31st August 1878.

Number of	Years ending 31st August,									
	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Schools (institutions) inspected by H.M. Inspectors -	1,718	1,933	1,902	1,979*	2,056*	2,366*	2,720	2,817	2,931	2,998
Departments, under separate teachers in those schools - - - - - - - -	1,872	2,097	2,044	2,133	2,307	2,577	2,946	3,051	3,217	3,290
Scholars for whom accommodation is provided -	245,270	274,128	267,122	281,668	294,072	373,269	391,538	456,428	535,949	563,481
Scholars on the school registers - - -	228,249	255,967	252,893	267,048	280,581	344,628	402,633	433,749	472,668	494,488
Scholars present on day of inspection - - -	194,352	219,444	215,401	225,300	239,025	297,247	344,131	376,647	417,699	439,021
Scholars in average attendance - - -	182,028	203,522	203,054	213,549	220,508	263,748	303,536	329,083	360,413	377,257
Scholars qualified by attendance to earn grants :—										
(a.) Scholars on individual examination - -	148,307	166,769	165,561	175,238	181,623	196,270	225,444	250,564	282,961	307,891
(b.) Infants - - - - - - -	—	—	—	—	—	44,230	48,404	49,631	51,773	54,745
Scholars individually examined - - -	107,625	121,457	121,957	129,922	134,483	154,646	178,662	212,157	249,661	276,797
Scholars who passed in reading - - - -	104,875	119,148	120,023	127,596	131,629	148,605	168,863	199,533	232,548	256,781
Scholars ditto writing - - -	98,552	111,621	113,018	119,330	122,979	136,568	158,863	187,779	219,829	244,128
Scholars ditto arithmetic - - -	93,602	107,839	108,082	113,944	116,057	127,772	146,654	172,848	201,167	226,153
Infants, qualified by attendance, who earned grants without individual examination on being presented to the Inspector on the day of inspection - -	—	—	—	—	—	36,327	40,396	42,261	46,696	49,774
Average attendance of scholars over 7 who earned grants under Art. 19 C. 1.	—	—	—	—	—	—	201,220	230,197	259,263	275,479
Ditto ditto Art. 19 C. 2.	—	—	—	—	—	—	170,289	191,404	219,639	244,498
Scholars individually examined in higher subjects (Code of 1874) - - - - - - -	—	—	—	—	—	4,407	12,958	18,760	24,351	33,777
Scholars who passed in one subject (only) - -	—	—	—	—	—	2,168	5,863	7,808	10,125	13,940
Scholars ditto two subjects - - -	—	—	—	—	—	1,101	3,863	5,983	8,386	12,735
Scholars ditto three subjects - - -	—	—	—	—	—	69	327	577	861	1,238
Certificated teachers - - - - - -	2,225	2,499	2,440	2,566	2,657	3,165	3,811	4,140	4,680	4,953
Assistant teachers - - - - - - -	12	2	—	—	4	66	129	160	200	288
Pupil-teachers - - - - - - -	2,659	3,203	3,271	3,642	3,619	3,833	4,262	4,640	4,989	4,883
Female assistants (Art. 32 C. 3.) - - -	—	—	—	—	—	—	—	54	68	103

* 78 schools in 1872, 65 schools in 1873, and 18 schools in 1874 were not inspected.

(No. 15.)

DAY SCHOOLS.

POPULATION of SCHOOL AGE*; AGE of SCHOLARS; and PROFICIENCY of SCHOLARS examined; 1877–8.

—	Age between													Total.
	2 and 3.	3 and 4.	4 and 5.	5 and 6.	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	
A. Estimated population -	97,372	95,844	92,897	92,482	88,099	87,339	83,289	81,168	82,869	77,266	79,322	77,970	79,649	1,115,566
B. Number of scholars on the books of elementary schools - - -	38	1,718	10,975	37,138	59,874	63,903	64,544	64,342	61,495	54,831	42,089	20,495	13,046	494,488
						I.†	II.†	III.†	IV.†	V.†	VI.†			Total.
C. Number of scholars presented for examination in standards:—														
Under 10 years of age	- -	- -	- -	- -	- -	68,339	46,861	19,358	1,533	65	—			136,156
Over 10 years of age -	- -	- -	- -	- -	- -	7,903	22,365	40,140	40,904	21,124	8,205			140,641
Total - -	- -	- -	- -	- -	- -	76,242	69,226	59,498	42,437	21,189	8,205			276,797
D. Number of scholars who passed without failure in standards:—														
Under 10 years of age	- -	- -	- -	- -	- -	52,341	38,426	14,974	1,007	46	—			106,794
Over 10 years of age	- -	- -	- -	- -	- -	6,178	17,736	29,174	24,342	12,958	5,526			95,914
Total - -	- -	- -	- -	- -	- -	58,519	56,162	44,148	25,349	13,004	5,526			202,708
E. Number of scholars who failed in one or more of the subjects in standards:—														
Under 10 years of age	- -	- -	- -	- -	- -	15,998	8,435	4,384	526	19	—			29,362
Over 10 years of age -	- -	- -	- -	- -	- -	1,725	4,629	10,966	16,562	8,166	2,679			44,727
Total - -	- -	- -	- -	- -	- -	17,723	13,064	15,350	17,088	8,185	2,679			74,089

* *i.e.*, to correspond with the ages of children on the school registers. Education is compulsory for children between 5 and 13 years of age. Education Act (Scotland), 1872 section 69.

† The standards are placed under the years (*see* heads of columns) in which each is *meant* to be passed.

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1878, *by Her Majesty's Inspector*, A. DEY, ESQ., M.A., LL.M., Fellow of St. Peter's College, Cambridge, *on the* SCHOOLS *inspected by him in* SOUTH FORFARSHIRE.

MY LORDS,

IN my district school supply is now nearly perfect; in thinking over it I cannot specify any locality where an additional school is needed or where an old one requires enlargement. I visit 25 parishes or school districts, besides the boroughs of Dundee and Forfar. In these 25 districts there are 38 board schools, 2 denominational, and 1 subscription school, all under inspection; and, so far as I can ascertain, 1 denominational and 3 private schools not under inspection. Of these 38 board schools, 17 are new, and 12 are so completely remodelled as to be practically new, while the remaining 10 afford good substantial accommodation; 28 have good teachers' houses attached, of which 10 are new, 5 are enlarged and so thoroughly improved as to make them sufficiently comfortable and in all respects suitable for their purpose; the others, with the exception perhaps of 4, are fairly respectable residences. All these schools are large, well ventilated, and fitted up in accordance with the most recent notions of efficiency and health. School supp

There is no reason to suppose that this district is in any way in advance of other parts of the country, and the above statistics show what splendid progress has been made in the matter of school accommodation during the past five years. This itself is of the greatest moment in its bearing on the future of the people. I have always entertained the opinion that schoolrooms ought to be made, if possible, more comfortable and attractive to children than their own homes, because in this way fond recollections of school days will be intensified, and these children, as parents in their turn, will be the more eager to confer the benefit on the generation that will follow them.

The two denominational schools referred to are in connexion with the Free Church, and are both little places, and one at least temporary. The subscription school has poor accommodation, is fairly well conducted, but not in any sense a necessity in its locality.

Of the adventure schools I know nothing directly, but can infer more or less of their character from the children that occasionally come from them to the adjoining schools. They are all temporary, and merely relics of an almost defunct system. It is matter of satisfaction that the number is so small. We could not expect satisfactory results in education from a system conducted by worn-out and irresponsible teachers, however conscientiously they might feel their duties to the children, and however well qualified they may have been in their day. I fear they are more numerous in other parts of the country than here, and where they do exist boards have a heavy responsibility with regard to them. There may be some difficulty and some delicacy in interfering with them, but if members of school boards would reflect that for the advantage of one person the future prospects and happiness of perhaps a hundred children are seriously injured, the delicacy would cease and the difficulty be overcome. It is a very grave matter for men in the responsible position of members of school boards to allow any of the Adventure schools.

children under their charge to be handicapped in the struggle of life, and such is the practical result to such as attend these inferior schools. They simply waste their time. It cannot be too clearly borne in mind that perhaps each individual of the many suffers more injury from such unthinking kindness than the one interested party reaps benefit.

In the borough of Forfar the supply is, or will immediately be, sufficient, though the buildings are the least elegant and least convenient in my district. This, however, is more the result of circumstances than of any lack of energy or willingness on the part of the board. All the old buildings were fairly satisfactory, and the board felt themselves constrained to extend rather than to renew them. I have hopes of seeing the rooms made fairly convenient without much delay.

Dundee is now provided with a number of excellent schools, and they were sorely needed. What a delightful contrast they form to the small, dirty, ill-ventilated cells of five years ago! A sort of charnel houses for pupils and teachers. In large towns like this school supply will no longer be a question of interest, the necessity for it is so well recognised that it will always be kept up to the requirements.

School attendance.

The great problem of elementary education now is the question of attendance. There is ample provision made for the accommodation of the children, and the arrangements for their instruction are perfect enough to ensure at least a good education, whether the best possible or not. But the question of attendance is not so satisfactorily solved. The present compulsory clause is not sufficient for its purpose. All boards in this district, and I suppose in all others, find themselves quite powerless to enforce attendance. It is most unfortunate that the clause is not more stringent. I do not believe that any board would abuse its power in extreme cases, while its hands would be strengthened in dealing with such as implied pure negligence. We have a good example of the defective nature of the clause in disposing of low class adventure schools. In large towns boards are practically unable to stop such institutions, however inefficient they may be. To be sure they are authorised under the Education Act to visit and examine them, and, if found not satisfactory, to ignore their existence as schools. But what then? Children attend them none the less, and all that is left for the board is to proceed against the parents as defaulters, and everyone knows that however poor the attainments of the children they are sufficient to protect any parent from conviction as "grossly" negligent of the education of his child. In fact, boards are getting tired of the whole business of attendance; compulsion is practically beyond their power, and moral suasion is both irksome and ineffectual. If some such simple test as 250 attendances, the minimum required by the Department, were applied, the case would be greatly simplified, and the power of the board made indisputable. Every child who during the year fell short of this could be held as neglected, and the parent proceeded against as a defaulter with certainty of conviction. All reasonable excuses would of course be accepted, but escape on the ground of undefined or fulfilled duty would be impossible. I cannot see any objections to some such plan. Boards would certainly not abuse the enlarged power it would endow them with.

Teachers.

There has been considerable commotion among teachers in all parts of the country recently, but I am interested in it here, only in so far as it affects my district. Teachers, like every other class of men, are of course concerned principally about their own interests, hence most of their meetings and utterances are directly of importance only to themselves; but the indirect results are important to the public, not the least of these being the enlightenment afforded to school boards and the

country generally. Their forcible and frequent proclamations of grievances have excited a considerable amount of inquiry and induced outsiders to examine the real state of the case. Grievances there may be, but there is also much on the other side of the account, and the general issue has been to dispel that halo of sanctity in which the teacher has to some extent been enveloped. All those ideas of patronage, and forbearance, and delicacy in interfering with him are exploded, and by coming forward as a man, able and determined to maintain his own rights, he has made it easier for those interested to demand a due discharge of his duties. This is all very salutary, more especially for education, but also for all good teachers themselves, as these have nothing to fear from the results of their labours being held up to the public, while the indolent and incompetent will be effectually weeded out. The consequence of this change in the relations between the teacher and the managers has been very apparent in my district during the last year or two. The latter, knowing much more clearly what they are about, are demanding from the former results and not explanations, and when these are not satisfactory vigorous action follows. I have great pleasure in noting that not a single good teacher, so far as I have ascertained, has been in any way molested, while several less or more incompetent have been relieved from their post. This is a most important matter and one in which boards who reflect on the responsibility of their position should act with decision. The difference between an excellent teacher and a fair one it would be difficult to over-estimate, and if we think of the enormous influence that this difference has upon the lives of perhaps a thousand children, in even a small country district, we cannot exhibit too much anxiety about the excellence of a teacher. One of such rare excellence, who has just unhappily passed away, I have in mind at this moment. I have never seen or heard of him except in his schoolroom, and yet he was one of the beacons in my district to which I looked for what was possible when my standard was in danger of getting low, and I feel my district poorer without him. That is the kind of man for philanthropists and social reformers to search out and place in charge of the plastic minds of children.

Appointment of teachers.

In the appointment of head masters, I notice a natural, but very unwise, tendency among boards to acknowledge some obligation to teachers, varying according to length of service, character of work done, &c. No more dangerous principle of selection could be admitted. It is a sort of "protective" system utterly opposed to all the laws of free trade; a principle by which men of second or third rate merit may and must *slide* into positions which better men should occupy, not merely in justice to these latter—a comparatively small matter, but in justice to, perhaps, 10,000 persons, which is a very great matter. Two young men, the one first-rate, the other second, entering the profession get appointments, the former a school in the country at a salary of 150*l.* or 200*l.*, the latter an assistantship, or some other inferior position in a town, at a salary of 80*l.* or 100*l.* During a few years the former does splendid work and has become a master of his profession; while the other has been faithfully plodding away according to his capacities, and doing fair honest work. At the end of these few years, we find the second man in charge of a large school at a high salary, to the exclusion of the first man, and, in consequence, to the serious injury of 10,000 persons, as I have said already. On what principle can this be defended I wonder? It is seriously detrimental to education, and unjust to teachers, to whom the widest and openest market is the truest kindness. "Oh! but with such prospects before him, the best man will accept the "inferior position in the town." He will do nothing of the kind, and,

what is more, he should not be expected to do it; he will learn far more, develop his faculties more, and gain greater self-reliance in his independent position in the country, while a change after a time is good for him, and for education generally. The appointment of teachers is the most important function that boards have to exercise (though they do not all seem to be aware of it), and a prudent and intelligent board will beware, above all things, that there are *no arrears of obligation* between them and their teachers, but that each man's services are requited as performed.

I have said already, and I believe most thoroughly, both on theoretical and experimental grounds, that it is impossible to over-estimate the difference between a teacher of the highest order and even a good one. The powerful influence of a man with a genius for his profession, the ennobling reverence with which he inspires his pupils, makes the lives of thousands better and happier than they would otherwise have been. Unless the record of the lives of men like Dr. Arnold be all a myth, this is true, and if it be true it is of great consequence to children that their education should be superintended by the very finest men that the money expended can attract.

Success of arrangements adopted by Dundee Board as to independence of male and female teachers.

It is a pleasure to have to record the complete success of the arrangement adopted by the Dundee Board whereby the principal male and female teachers of each school are independent of each other and are held responsible directly to the board. The result has been a great increase of dignity, real or imaginary, self-esteem, and all that contentment that makes work light and pleasant to the female teachers, while the position of the other has been in no way lowered or made less pleasant than formerly.

Let us look also at the character or quality of the work. So far as I remember, I have to report every department absolutely under a female as excellent. These I find everywhere nervously anxious about their work and fond of it, and, having no family cares, are able to give their whole heart and soul to it, which under proper encouragement they almost invariably do. On the other hand, the most conscientious male teacher is not above the influences of his household, and a very common apology for the bad condition of his school is the illness of some member of his family. I should here mention to the credit of the Dundee Board that they have just taken the still bolder step in advance of appointing a lady to the sole charge of one of their large schools.

Pupil-teachers.

With regard to pupil-teachers I make, with absolute confidence, two propositions: first, they are under-paid; and, secondly, their education is very frequently neglected. The advance in their wages has not been proportionate to the rise in emolument obtained by masters and mistresses, and their remuneration is not nearly sufficient for respectable maintenance, nor is it an equivalent for the work done. Their pale and haggard faces and thread-bare garments are too real a comment on all fine theories about apprentices deserving no more. The profession is attractive enough to parents and to candidates, but both feel it simply impossible to submit to the deprivation implied, and for this reason we often find pressed into the service an inferior class of boys who know little to begin with, who have but poor capacity, and who end their term of apprenticeship much as they began—uneducated and useless to the public. They serve merely a temporary purpose, they make up the staff required by the Education Department; but while this immediate purpose is served, the consequences are in the highest degree undesirable. During their term of office they are really a drag on the teachers and a serious injury to the education of the children; they involve the school in pecuniary loss through reduction of grant, directly and in-

directly. The present system of lowest pay is not only preparing a class of inefficient teachers, but is really entailing immediate consequences which make it expensive, and it is much to be hoped that school boards and managers will consider the position of apprentices more maturely.

It is not difficult to establish the second proposition. Nothing is more common than to find *all* the pupil-teachers from one school doing badly under examination, while those from a neighbouring school do well, or at least fairly. In the former case the plain inference is that they have not been sufficiently taught, for it is impossible to charge all to incapacity. There is abundant evidence that pupil-teachers are not, as a rule, properly looked after. It is not that they do not receive instruction during prescribed time, but that their work is not made interesting to them; they are not cheered on, and as a consequence they have no enthusiasm. Many of them drag out a weary existence of four or five years, and know little or nothing at the end of that time, as already specified. If they were only aware of it, they have enough spare time during their term to lay the foundation of a brillant future, in addition to getting over the trifle of work required at their annual examinations. All the universities of Scotland give many and valuable bursaries by open competition every year, and besides these there are many competitions for appointments in the public service and in other fields of which pupil-teachers seem to me to be utterly ignorant. Any boy of talent and spirit might well qualify himself for these during his apprenticeship, and the enthusiasm kindled by the effort would greatly improve the class remaining in the scholastic profession. If boys sufficiently capable were excited to reflect on the matter they would soon find ways of pushing on their own education, especially in extra subjects, independently of the time devoted to their instruction by their teachers.

Summary of results.

With these general remarks on the machinery of education, I now proceed to notice the work done. The following table will serve as a summary :—

Standard.	Number of Children present above Seven.	Number of Scholars examined.	Per-centage of Total Number examined.	Number of Passes in			Per-centage of Passes in			Average Per-centage.
				Read-ing.	Writ-ing.	Arith-metic.	Read-ing.	Writ-ing.	Arith-metic.	
I.	—	3,494	32·7	3,175	3,295	2,786	90·87	94·3	79·73	88·3
II.	—	2,877	26·92	2,820	2,519	2,554	98·01	87·55	88·77	91·45
III.	—	2,235	20·91	2,215	1,842	1,807	99·11	82·41	80·85	87·46
IV.	—	1,379	12·9	1,139	1,126	841	82·59	81·65	60·98	75·08
V.	—	532	4·98	410	458	413	77·07	86·09	77·63	80·26
VI.	—	170	1·59	135	154	109	79·41	90·59	64·12	78·04
Total -	17,002	10,687	100·	9,894	9,394	8,510	92·57	87·9	79·62	86·7

Reading.

Of the three R's the least interesting somehow is the reading. In this subject no great variation is noticeable since I first began to inspect. I do not think there is much prospect of making it a work of high art, and our principal object is to endeavour, as far as possible, to insist that the pupils understand what they read—words, phrases, and sentences—and that they pronounce as accurately as may be. How far it is possible to attain to a good style of reading according to the principles of elocution I do not know, but I have not been able to insist on anything of the kind for a pass. After all, the majority will seldom read but for their own instruction, so that the first end to be attained is a good understanding of what they read. Still, as time goes on, and as children attend school more regularly, something may be done, especially in the higher standards, to make reading a pleasant recreation to the reader and to the listener.

Writing.

Writing is a subject of great importance in our elementary schools, and all the more because it is purely mechanical. Good penmanship has no positive merit, it is merely the result of careful training, and may be achieved by every child who passes through the course of education presently fixed by the six standards; but for that reason any defect in it is the more inexcusable in a school whose first duty is the training of all in the useful in preference to the ornamental. Hardly anything is more useful or gratifying to the large mass of men than to be able to write a good hand, while a wretched scrawl is the annoyance of a lifetime. A poor writer never takes up a pen but with reluctance, and when he cannot help it, and he never lays it down without disgust: hence spring too often slovenliness in keeping accounts, with consequent waste, and a general lack of method in the management of our affairs, and the loss of all that cheerful intercourse and communion of friends enjoyed through letter-writing. When one has an opportunity of inspecting the papers of a school well trained in this respect side by side with those of one attaining to only the average standard of work, he is astonished, and even shocked, at the negligence displayed in the latter. As might be expected, I observe that where the writing is excellent there is a corresponding neatness of execution pervading the whole of the work, and extending even to the appearance and manners of the children.

Spelling, which is included in the pass for "writing" in the Code, is, of course, quite a separate subject, though there is more connexion between them than might at first be supposed; for the pupil who sees all the letters of a word clearly and beautifully written down two or three times is well on the way to be master of that word in future. Very different is it with the pupil who never has the satisfaction of seeing a word written by himself in which any letter might not be taken for any in the alphabet—except perhaps itself. Spelling is a much more serious matter than mere penmanship, and we cannot hope for uniformity in it among the different pupils of a school any more than in other branches of education; but I think there has been a considerable advance made in this department over my district generally. The more careful training of infants contributes to this.

Writing of Standards V. and VI.

I am less satisfied with the dictation or writing of Standards V. and VI. than with that of Standard IV.; it is more difficult to fix on a good average in these than in Standard IV. But if I have to accuse myself of anything it is of leniency with respect to the writing of these standards, and hereafter I am determined, on theoretical grounds, as well as from work that I have met with in various good schools, to insist on better work by these older pupils. It is found that children very generally leave school immediately after passing Standard V., and especially Standard VI., and we must insist, therefore, on having a fairly good letter written, for after all this is the form which their composition will take in after life.

Arithmetic.

Of all subjects in an elementary school the least successfully taught is arithmetic, and yet it should be by far the most interesting subject of any. The great defect in teaching seems to me to be *too slavish an adherence to rules*, often very mechanical. As soon as the multiplication table and four simple rules are thoroughly mastered, arithmetic opens up a most delightful field for exercising the youthful ingenuity, but generally it is made a hard, repulsive subject, locked up in stereotyped and not-to-be-questioned rules, by swallowing which alone it is approachable. If these rules were thoroughly and beautifully explained to the pupil before he was made to commit them, or if they were, rather, generally laid aside altogether, and each thing explained on first principles, I am certain that children would appreciate the subject and become enthusiastic

fond of it; nor would they be so easily tripped up by a slight digression from the usual routine as we generally find them to be. A very effective method, too, is to reduce each little principle to practice—not theoretical practice, by setting so many examples to be worked out by the rule, but to the affairs of everyday life—by making the children engage in imaginary business such as really turns up every day. I find this subject more and more defective as the standards advance, and most of all among the pupil-teachers. Rules, rules often obscure and seldom explained, are the ruin of the subject. The amount of ingenuity that I find wasted in vain attempts to squeeze a problem out by rule of three, or some similar rule, would often be sufficient to solve it ten times over if the learner were taught to look at things in a practical and common sense way, and to deduce everything as far as possible from first principles. There are more failures in this subject than in any of the others, and though, perhaps, this might be expected, I am bound to express my conviction that the fault is more in the teaching than in the subject itself. Experience also confirms this belief, for every here and there I meet with a school where the passes are so complete, triumphant, and universal as to leave no doubt that here the subject has been thoroughly analysed. One might almost see the result in the faces of the children, in a sort of laughing defiance to the Inspector to put their well developed ingenuity to a severer test. No danger of their forgetting a rule, nor of their being upset by some little catch that makes a certain rule inapplicable, for they are not taught to depend on rules. What one large school can do, there is no reason why another should not, and I have great faith in the possibility of better results being obtained in this subject, and great hopes of considerable progress being made. Teachers cannot have a better subject for developing the reasoning faculty, and there is no occasion for their flying off to some high-sounding specific subject utterly useless in practice, and leaving this ground untilled. All this is even more apparent in the case of pupil-teachers, a great deal of the work done by them showing only too plainly that they have no true insight into the principles of the subject, while occasionally a lot comes from a particular school whose work it is refreshing to look over. I always endeavour to have in the pupil-teacher examination papers a little room for discrimination, and am often rewarded by finding two or three smart and evidently well-taught pupil-teachers shooting right ahead of the general body. It would have been an unfair paper that deprived these candidates of the opportunity of thus exhibiting their superiority.

Infants.

No department of the school seems to me to have made such progress as that of the infants. Some year or two ago this department used to consist of a surging sea of little urchins spread over a gallery extending up to the ceiling of the room, which could, as a body, go through some exercises, sing a little, recognise a few objects and distinguish a few colours, but any close analysis of the crowd into its component elements revealed a complete barrenness of individual attainments. Now all this is changed, and not only can they collectively do all sorts of work, but every little creature that has been 250 times at school can read very distinctly a book with words of one syllable, while many of them can do much more than this, besides writing a little and doing some mental arithmetic. Sometimes I have to be satisfied with a few knowing only the alphabet accurately, but less than this I never accept. A well-taught infant department is an excellent foundation for the school, and I am much pleased to see the attention now generally given to it.

Geography.

Geography I find taught with very different degrees of success in different schools. There appear to be all sorts of notions held by teachers as to what are the important points in this subject. My notion is that

the first and fundamental idea in it is, *a thorough knowledge of the map firmly impressed on the memory by incessant drawing*, this original picture to be filled up with more and more minuteness as it is found practicable, or time allows. If this course were adopted and faithfully pursued, children could never give the wild, rambling answers that we not unfrequently get. Of course the ornamental parts, as the population of towns, with the principal industries in them and historical incidents associated with them, and such like, are very useful as far as they can be overtaken, but as they come more easily in after life they should be made subordinate to the former. I find, too, it is not the least uncommon to meet with children who have not a sufficiently clear notion of the meaning of the terms they use, such as bay, frith, cape, &c.; this leaves on one the impression that the children have merely crammed up names without having any idea of geography at all. This subject has, however, on the whole improved considerably since the date of my last report. It is most unsatisfactory to see children leaving school with no knowledge of geography except that of Scotland, but yet this is the rule, as we may see from the very few who remain to pass the 6th Standard.

History.

An important and wise change in the Code is that which requires Standard V. to study English history. One year of school life is quite enough to devote to such an uninteresting subject as Scottish history which consists merely of three grand events: the reign of Bruce, culminating in the battle of Bannockburn, the Reformation of which Knox is the central figure, and the Union. All else is a mere chronicle of murders, personal squabbles among the nobles, occasional battles in the country, and frequent battles on the border,—all barren events in which we trace little development or progress among the people. On the other hand, English history is a most inexhaustible field of interest and instruction, which cannot be anything like mastered in two school years. It is much to be regretted that so few pupils know anything of English geography or history. Generally, Standards V. and VI. together form such a small fraction of the school that we cannot expect the teacher to bestow on these subjects the attention they deserve. I hope that time and increased regularity of attendance may rectify this, but in the meantime we have to be satisfied with very elementary knowledge.

Grammar and analysis.

Nearly all the failures under the head of reading in the higher standards are in grammar. The one grand defect that I find in the grammar of the 4th Standard is the inability of the pupils to deduce the parts of speech from any kind of definitions, which are seldom known, and when given at all are generally committed and very rarely indeed really appreciated. The consequence is, that the pointing out of the parts of speech becomes a very unscientific process, utterly wanting in precision. All words well known, like "to," "in," "never," &c., are usually given correctly, but whenever we ask a word used in a sense a little peculiar, where it is necessary to fall back on the definition of the part of speech, the answer is often little more than guesswork. This is not satisfactory, as the whole value of the exercise as a mental discipline is to be able to determine the part of speech from the function of the word in the sentence, which function is enunciated in the definition. I do not think either that analysis, especially of a simple sentence, is done as well as it might. My reason for this belief is based entirely on experience, because, occasionally, I come upon a school where the pupils appreciate most thoroughly what they are about. Of course in analysing they make mistakes, but that does not alter the fact that they clearly understand the subject. Often, on the other hand, the pupils have not the vaguest notion of the difference between an adjective phrase, an adverbial phrase, or any other kind of phrase. Some con-

siderable improvement in this subject might be effected. It does seem to spring so easily from the subject, predicate; adjective, or phrase used as an adjective to enlarge the subject; adverb, or phrase used as an adverb to enlarge the predicate, that I really cannot understand the dullest boy in the hands of an intelligent teacher taking a year to learn it. This being accomplished, another year is allowed for learning when a subordinate sentence is used as a noun, an adjective, or an adverb, to analyse the complex sentence. One has an idea that one could teach the whole thing in a week to any class of average intelligence that started with a knowledge of the parts of speech. Perhaps a little experience would modify this notion, but as it is done by many teachers I see no reason why it should not be more general.

Specific subjects.

I must now say a word on specific subjects, the least interesting part of elementary school work. The Code has been blamed for discouraging higher education, and indirectly, the charge is true, for the Code insists on a sound English education so far as it goes. If experience shows that the vast majority of children cannot overtake this, and even a smattering of higher subjects, within the average school age, then surely it is wise to waste no time over subjects which are utterly useless because they are not mastered. I have watched all the attempts on a large scale at specific subjects in good schools in my district, and these I unhesitatingly pronounce to be utter failures. A really good pass, such as one would like to see a child leaving school make, in the 4th, 5th, and even 6th Standards, is not compatible with any time devoted to specific subjects. I have always found a school most seriously injured where there has been any attempt to teach these to whole standards, and I never consider it any compensation for inferior work in the standard that the pupils have been learning one or more of these. These subjects are exclusively for the few, and these few to be chosen with considerable judgment, and I am perfectly satisfied that any attempts to introduce them in a wholesale manner into elementary schools is most injurious to the children. The problem of specific subjects, or elementary secondary education, has yet to be solved, but the Act of 1878 has given boards powers which should be sufficient, especially in large towns Any plan to be successful must, however, be radical; such as setting aside one or more schools to which all children prepared to take up these subjects must come. A school appointed to teach these subjects only, to children who had passed all the standards, or at least the 5th Standard, would certainly be largely patronized, and would do immense good, but of course it would not *pay*. Surely, however, boards should be influenced by other considerations besides saving a farthing on the rates.

Half-timers.

After some experience and careful attention, I believe that it is *possible* to give a fair elementary education on the half-time system. I am not on that account to be understood as advocating the system, which cannot commend itself to anybody except as the least of two evils. In cases where children cannot subsist, far less have any education at all, it is perhaps excusable to subject them to a process which keeps them half alive, while it educates them a little. I am equally persuaded that the only way to manage them is in separate schools, or separate departments of any school they may attend. To allow them to drop into an ordinary school is simply ruin to them and a source of great annoyance to teachers. I find them scattered over different schools in Dundee, but in no single case have I found them making even a fair appearance at examination, while they completely upset every school when they appear in any number. On the other hand, there are five half-time schools in Dundee, four of them private schools

in connexion with works, and one under the board. In the four private schools all the arrangements for organisation and instruction are on the most liberal scale, while in two of them the teachers are among the best in my district. In these latter two the results are very wonderful, and far beyond anything that I have met with among half-timers at an ordinary school. The other two schools have been quite recently organised and have not yet succeeded in producing very satisfactory results. Even in the board school, which has not been liberally treated either as to accommodation or staff, the pupils are much better educated than at ordinary schools. I am glad to see that the Dundee Board are opening another and much larger half-time school, where I hope the arrangements for the instruction of the pupils will be more liberal, as the minimum staff is by no means adequate for such a school. It should be observed, however, that in none of these half-time schools were more than half the pupils present qualified for examination by attendances, and it may be presumed that few or none of them would be able to pass. A scandalous matter in connexion with half-timers is the way in which the restrictions as to age are abused. It is provided by the Factory Acts that no child under 13 shall work full time, nor under 14 unless it produces a certificate of having passed the 4th Standard at least. Both the parent and employer are liable to punishment for the violation of these rules, and yet pale, emaciated creatures at 13, 12, and even 11 years of age regularly go on full time without any pretence to a certificate. Of course the parents falsify the age to the employer, but it is convenient for the employer to be imposed upon, and he is proportionately complacent. This is a very serious defect in the working of the Factory Act, and anything but creditable to the employers. I should say, however, that I have not seen a trace of anything of the kind in connexion with any of the four private half-time schools I have before alluded to.

Evening schools.

Evening schools have been decidedly successful in Dundee, but I am disposed to think that this has been in no small degree owing to the generous interest taken in them by some philanthropic gentlemen on the board. They are falling off a little now, as might be expected, because the number of uneducated grown-up people is rapidly decreasing. They have done much good in the town, for the progress made by some of the pupils in these schools was very remarkable. The work of some whole schools, too, was really excellent, and such as it was a pleasure to see, but we sometimes got work that was very primitive in character. We were always somewhat lenient with backward pupils, as it would serve no good purpose to discourage them by failure. And, however little progress they made, their being present at all was a good beginning. When the necessity for these schools in their present character no longer exists, what a pity it is that the same number of young men and women could not be brought together to go on with work of a different character, such as a continuation of higher English, domestic economy, physical geography, Euclid, algebra, modern languages, or any other useful and interesting subject. I have no doubt the thing would be quite practicable, and here would be a rare field for specific subjects or higher education.

I need make no remark on the value of musical culture, nor on the importance that should be attached to it as a part of elementary instruction, all this is now well recognized. There are in this district only a few schools in which singing is not taught, the system being almost exclusively the sol-fa. Very considerable improvement has taken place within the last three years in the character of the songs, in expression, and in the extent to which singing permeates the whole school. It was

common enough to find only a few of the pupils joining in the singing, while the others stood stupidly looking on, but this is now seldom the case, while often part-singing is receiving attention, not only where the services of a special teacher are available, but also when the head master is familiar with the new system.

There are a few schools where the singing is particularly good, and I may mention especially the Dundee schools under the tuition of Mr. Sharp, an able, enthusiastic, and most successful teacher of music. In the schools under this gentleman the instruction is not confined to the acquisition of the songs necessary to obtain the grant. Among other valuable exercises the pupils sing notes played rapidly on the harmonium, with such facility and correctness, as would, I am informed, do credit to normal school students at the end of their training.

In conclusion, I have again to acknowledge the valuable services of my assistant, Mr. Thompson. No man could know his work more thoroughly, in theory or in practice, and few men could with equal tenacity, through good report and through bad, stick to a high standard of efficiency.

I have the honour to be, &c.

A. Dey.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1878, *by Her Majesty's Inspector*, J. MACLEOD, ESQ., *on the* SCHOOLS *inspected by him in the Island of* SKYE *and Counties of* ELGIN *and* ROSS.

MY LORDS, December 1878.

SINCE I had the honour of presenting my general report to your Lordships in 1875, the school district entrusted to me has been altered.

New district.

My present district includes the county of Elgin, the Isle of Skye, and that part of Ross-shire which lies south of a line running diagonally from the head of the Cromarty Firth to Loch Gruinard. I have thus experience of the working of the Code, and generally of the state of elementary education, in some of the least and most favoured parts in Scotland.

The Code now favourably received.

The six years that the Code has been in operation have revealed pretty well its strong and weak points; and I am glad to be able to state that the satisfaction of the earnest teachers with it has considerably increased during the period. New adjustments of age to classes, and the general advancement in the standard of education, although introduced with no inconsiderate abruptness, made for a time heavy demands upon the energies of the teachers. A little grumbling in the circumstances was, perhaps, inevitable. These preliminary difficulties having been surmounted, or become more familiar, the new system is on the whole regarded with favour; and what are still objected to will be noted under the heads to which they severally belong.

New Buildings.

Before this report is in print, I expect that all the school buildings required by the Code will, in my district, have been completed; and indeed the great majority of them are already finished and occupied. The new buildings are well lighted and ventilated, and adequately provided with furniture and apparatus; or, in those cases where a deficiency exists, school boards show a willingness to supply what is wanted. It is pleasing, likewise, to note that these buildings have in so many instances been erected with a view to meet the requirements of architectural taste, instead of barely to fulfil the minimum demands of Government. The outside of the new school buildings has, accordingly, an attractive appearance, and they are altogether a vast improvement upon all except a very few of the previous structures. A corresponding improvement has taken place in most schools in the cleanliness with which the inside is kept; but visits without notice reveal more frequently than is desirable carelessness regarding this important matter.

Their cleanliness.

The offices.

I regret also that it is the rule rather than the exception, to find the offices in a filthy condition. The alleged cause sometimes is the difficulty of getting a person to clean them, sometimes it is the refusal of the board to pay a person, and consequent irresponsibility of the master, and sometimes it is, "Do what we will, we can't keep these "offices clean;" parallel to which I may place the frequent avowal of teachers and boards that "It is no advantage to have offices, because "boys in the country never use them." As to the impossibility of keeping them clean, I can state that it is disproved by facts; because I know schools in the country the offices of which are always kept clean, and even void of disagreeable smells. The school at St. Andrews-Lhanbryd, for instance, is attended by children from the neighbouring village, and those belonging to the farm labourers of the district; and, without claiming credit under more adverse circumstances, it will hardly

be maintained that they are more favourable than those of the average public school. Yet it would puzzle the most stringent sanitary inspector to detect anything about the offices of that school that could be made the subject of complaint.

When the school board have appointed a person to keep the offices clean, as should in all cases be done, it is the teacher's fault if the cleaning is not properly performed or the children misuse the place.

The board should provide a person to keep them clean.

Registers are kept with greater care than formerly, and although visits without notice still bring delinquencies to light, even of a serious kind, they are getting smaller in number. Perhaps the most frequent fault to be met with is the omission to mark the register of morning attendance at the time specified in the time-table. The cause of this is obviously the unwillingness of the teacher to lose the attendances of children who are expected to come in a few minutes late; and the register is kept open for their arrival. Instead of thus fostering an irregularity it would be better to provide a remedy by refusing the children admission as a punishment; and to the objection that some children would view this as a recompense rather than as a chastisement, it may be replied that by the guardians, who would be most concerned, the refusal to admit would be interpreted aright. Where the school boards make it part of their duty to pay occasional visits to their schools, with a view to examining registers, &c., the inducements of the teachers to attain correctness are enhanced, and careless performances are correspondingly few. The number of boards who do make these visits is pretty large, though smaller than the number who don't, and who seem to be unaware of its being an incumbent duty.

Registers.

Beneficial influence of visits of school board members to their schools.

In country districts, and especially in thinly populated ones, where the schools are necessarily at some distance apart, the age qualifications of the Code are a serious inconvenience. These work well in towns and villages, or are at any rate very practicable; but school boards do not think they have the power, nor judicious to exercise it even if they had, to enforce the attendance of children of five years of age at a school situated two miles or more from their homes, and separated from them by bad or no roads at all. It seems to me no less wise than benevolent to leave the attendance of children in such circumstances to the discretion of the parents; and even should it be blameable, the fault cannot be assigned to the teacher, who has to bear, in the first instance, its serious consequence. The rule is that these children do not begin to attend school before they are seven years of age; and having been taught nothing at home, it is clearly impossible to prepare them in the year of entry, unless in case of favourable instances, for the 1st Standard. Hence the teacher's labours upon the child for that year secure no Government remuneration beyond that arising from the slight increase to his annual average through the child's attendances. On the other hand, from cases that have come under my observation, I see clearly that it is desirable we should have a lower limit of age, and that attendance of children who have arrived at it should be compulsory. When children, eight, nine, and ten years of age enter school for the first time, not knowing the letters of the alphabet, it will hardly do to leave it to the option of the parents when school attendance should commence. These cases can scarcely be called rare. The bulk of our teachers, who have a greater regard for the integrity of their actions than for the amount of "the grant," simply make these entrants stand aside; but others have them scheduled on the day of inspection as dear little infants of six, and occasionally, with exceptional audacity, of five years of age. Should these late arrivals attend pretty regularly

Age qualifications.

Desirable to have a lower limit of age.

until they are 13 years of age, they can scarcely be expected to make proficiency in even the most elementary education; but their attendance is what may be expected to be the most irregular.

Effects produced.

In those schools where the limit has been enforced its effects are being felt on the higher standards. They are not so capable of doing certain kinds of advanced work as formerly. For instance, a 6th Standard could formerly profess a play of Shakespeare as a grammatical, &c. exercise; but it is rather hazardous now to make such a profession. It is scarcely necessary to point out that in this the pupil suffers no disadvantage, inasmuch as if he remain at school till he is the same age at which attendance was formerly given, his fitness for advanced work will be enhanced both on account of the mind's earlier development, and the lessened need of giving attention to a wide range of subjects. The disadvantage of it is the increase to the master's labours as necessitating the formation of an extra class.

Discipline.

Of all the things with which an Inspector has to deal, the most difficult to estimate aright on the day of examination is the discipline of the school. Were it to involve nothing beyond the quietness with which the work is performed, and the orderliness in class movements, the details requisite for forming a correct judgment would be supplied by immediate observation. These are parts only of school discipline, and, though important, are subordinate to others. The tone with which the master does his work; his success in imparting that tone, when high, to his pupils; whether "copying" has been eradicated or diminished through the influence of fear exclusively, or whether this valuable end has been gained chiefly by means of a strong sympathetic nature projecting itself into the child's mind, so as to perceive its difficulties, lay upon it no burden which it is incapable of bearing, and thereby bring home to that mind evidence of its own powers with the feeling of pleasure accompanying the honest exercise of its own energies; and finally, whether the drill which is exhibited be habitual, or only revived for the occasion, are weighty matters, but the marks of which cannot be discovered in a day. Tests, I know, are given for the purpose, but, like ever so many more of the spider class, they read more beautifully on paper than they work in practice.

Bad discipline.

The difficulty of discerning whether the discipline has been good during the year from the evidence presented on the day of inspection, ceases when we wish to infer its past condition from bad order on that day. A scrambling out of seats, confused arrangements, or none for taking places in a class, a rush to the door when the hour of dismissal arrives, the necessity of repeating every question two or three times before its meaning is apprehended, and the suspended attention of a part of a class while receiving a lesson, one or more of which appearing on the day of examination are points indicative of bad discipline throughout the year; these points, though happily of rare occurrence, have not yet entirely vanished. Whether a teacher's own manner be loud and vivacious or quiet and unobtrusive, though personally I prefer the quiet one, is not an element I consider in rating the discipline. Either sort of person is likely to succeed better by giving scope to his individuality than when constrained to adopt another method less congenial to his temper and constitution. At the same time I always think it detracts from the merits of the teacher when he is compelled to resort to much drill for commanding attention or the preservation of order. The order which is secured by precision in tuition, and that arrangement of work which keeps everyone constantly occupied, is certainly more beneficial, as likely to result in the formation of unconscious habit, than the attention which is obtained by exercises the purpose of which is seen through, and

consequently supposed to be of only temporary application. In infant departments this drill is a pure necessity; and whether it could be dispensed with in older classes I am unable to state through want of experience. In the case of small classes, however, I am inclined to look with disfavour, and in the case of large ones with no great esteem, upon the "sit," "stand," "to the right," "left," which assail my ears now and again at intervals of a quarter of an hour.

Infants.

In the ordinary public school, where there is no teacher whose special duty it is to instruct the infants, it would be unreasonable to expect that these children would be brought through the course of a regular infant school. Their instruction differs from that of their seniors in being more elementary. When a trained teacher is provided for them the course is widened; and in no case does the difference of skill in the teacher tell so visibly upon the results as in the infant department. Occasionally, when there is a large number of infants, and yet not sufficient to justify the board in burdening the rates with the salary of a trained teacher to take charge of them, a local assistant, usually the sewing mistress, is paid for giving them the start in the race for knowledge. In nine cases out of ten the appointment fails egregiously. It is just putting the minimum of skill where the maximum is desiderated. The certificated teacher sometimes attains here but a moderate success. Singing is what in general is best done, and next come reading and writing. Of gallery lessons the best given are those on form, the worst those on colour and objects.

Object lessons.

The lessons on objects first show a lack of good judgment in the objects chosen, and but little to compensate for the badness of choice in the mode of treatment. In an agricultural district it can benefit a child very little to be told that a cow gives us milk, that butter and cheese are made from the milk, that the cow has two horns, two ears, four feet, and the inevitable tail. Yet in most cases where I ask the teacher of infants to select her own subject for an object lesson, either the cow or the sheep is chosen, and the foregoing is the style of information imparted. In a town such a lesson might be very instructive, where children know so little of what are the familiar things to their rustic cousins. I do not maintain that a familiar object like the cow should never be selected in the country for this kind of lesson, but when it is selected it should be with the aim of teaching the children something new, if it were only new words to enlarge their vocabulary. Occasionally this work is executed very satisfactorily, the habits and uses of a wild animal are explained, or a flower is taken and analysed in such a way as to give the child eyes for seeing new things in what it formerly admired for colour and perfume alone.

Lessons on colour.

The lessons on colour consist of a bare enumeration of the main colours and tints, with cards not always of the best description to illustrate the names. It is quite within the capacity of children to grasp the notions of primary and secondary colours and the simple laws of their combination; and it is much to be regretted that the communication of this knowledge is so rarely attempted, more especially when we consider its educative value in forming a good taste in colour.

Statistics.

The following table shows the per-centages of passes made by each standard in reading, writing, and arithmetic, but as a large part of the district is now reported on for the first time by me, I do not possess the means of comparing these with the per-centages of former years. The results, in so far as they relate to the portion of my district included in my former district, show an improvement in each of the three subjects, and which is very marked in arithmetic:—

part well, a special text-book must be used, of which there are probably many good ones published.

Writing, as distinct from spelling and composition, has made no progress since I wrote my last report. It is taught with little or no system, and it not unfrequently seems to happen that the pupil is permitted to scrawl over his page in his own way with no other guidance than "the line at the top." He sits at his desk, and the master is too busy with some other class to do anything except give the page, when finished, a patronising glance and say "well done" if there be no blots. The aptitude of some boys is such that under circumstances like these even, they will become good penmen; the mass cannot be so taught, and require careful supervision. Fortunately, in teaching writing the number of things to be attended to is small, and a pupil-teacher ought to be as capable of teaching the subject as his master. The simplicity of the art augments the discreditableness of failure. A teacher has first to settle what style of writing he prefers. Let him then analyse that style, that is, let him note the lengths of letters and of their parts, their slope and thickness; let him next instruct his pupils in this analysis, and if he then watch over them when writing to see that the analysis is attended to, the progress of the pupil will be regular and rapid, and good penmanship will be the normal thing instead of a wonder in our schools. Systematic teaching of penmanship must be much more general in English than in Scotch schools. I infer this from the fact that the writing of English candidates for admission to training colleges, and for the certificate of merit, is not only much superior to that of the Scotch candidates, but is characterised by a uniformity which indicates a common method of tuition. Writing.

The spelling in dictation exercises is good upon the whole. I say in "dictation" because the spelling, when the exercise is one not specially designed to test orthography, is quite a different and much inferior thing. Probably through the attention being wholly concentrated upon the substance of what is to be said, in other exercises, the mind is satisfied with a spelling if it represent the real or approximate sound of the word meant to be conveyed. Spelling.

The composition of both Standards V. and VI. has improved since my last report, and that of V. in greater ratio than that of Standard VI. The narrative read to Standard V. may now, as a rule, be expected to be related in sentences, and not, as formerly, in a series of phrases loosely hung together by the particle "then." Imperfect sentences still occur, and, more commonly than could be wished, I get nominatives without predicates, happening usually when a relative clause follows the subject, to give the mind a vague idea of completeness. Even when the compositions of Standard VI. are free from violations of the elementary rules of grammar, it is seldom one meets with an exercise that indicates any marked superiority over the moderate average of the mass; and of course that would imply in the scholar a power which the teacher cannot impart, although he may train it. The best of the kind I have yet seen was written in the female school in Dornoch. Being struck by the ready, thoughtful answers given to me there by one of the girls at oral examination, I proposed, to give her scope for thoughtful expression in her dictation exercise, that she should write a letter as if to a friend on the visit of a perfect cousin. In about 10 minutes the girl handed me the following:— Composition.

"My dearest Annie, Dornoch, Feb. 2, 1877.

"Dear cousin Nelly has arrived at last to pay her long-promised visit, and really it was worth while having such patience for it. She is such a charming girl, and we enjoy ourselves so well, but don't think we devote all our time to pleasure.

that Standard VI. answers well in geography or history, showing that the work receives fair attention and is not perfunctorily performed. Sometimes the geography is complained of as being indefinite, but as I explain my own understanding of it, the difficulty on that score is removed, the teachers being safe for the examination by working up to what is so defined. There remains the practical difficulty, however, that the range to be got over is too large.

In several cases I observed that children who had a distinct notion of the meaning of events were confused as to their order of succession. They could readily and correctly tell you what was the Petition of Right, the Test Act, the Exclusion Bill, the South Sea Scheme, or Act of Security, but would err, not merely as to the dates, but the reigns in which they happened or were passed. It can hardly be expected that children at school can learn much about the dependence of historic events upon each other, and since no more need be looked for than that they should show a knowledge of their meaning and order of occurrence, probably the best method of teaching the subject is to follow the example of the text-books and make the periods correspond with the reigns of the sovereigns. I am not equally satisfied that the example of the text-books should be followed in telling the child at first all he is to be told regarding an event. Instead of this, it might assist the memory to give, first the names of the leading events of a reign, then their dates, and finally the descriptions. For instance, in the reign of Queen Anne, at first teach only that we have Act of Security, Treaty of Union, War of the Spanish Succession, formation of South Sea Scheme, lay patronage revived in the Church of Scotland, and Treaty of Utrecht; in the reign of George I., work of his first parliament, Rebellion, Septennial Act, Triple Alliance, South Sea Scheme, Treaty of Vienna. All or any number of the reigns of the period having been first gone over in this way, I should next assign the dates, and ultimately give the descriptions of the events.

Special Subjects.

University subjects said to be abolished in our public schools.

It is often asserted, and the assertion is sometimes accompanied with forms of proof, that the New Code has abolished the teaching of university subjects in our common schools. Probably, while the Code was being introduced, these subjects received less attention than formerly, and people who were a little hasty in generalising concluded that they could never receive more. Our scholastic physicians being at one as to the existence of the ailment, there was a rare unanimity among them besides as to the remedy. "Pay more money for the "university than for the physical subjects and you will put everything "right again." Should, indeed, the ailment exist, I have little faith in the medicine, unless the dose were of such a kind as to purge the schools of everything else. Neither do I think the reply that is sometimes made to this demand meets the case, viz., that because great authorities think the educating value of the university subjects is not greater than that of the physical subjects, they ought not to be paid for at a higher rate. Assuming the dictum to be correct, it is nevertheless valueless here because totally irrelevant. Their great value rests upon their being university subjects, which they possess over and above their intrinsic value as a means of education; and hence it is quite beside the question to estimate their total worth by a comparison of their intrinsic value with the intrinsic value of other subjects possessing nothing else. Whatever be the value of the argument for a reform of university education, its previous application to the common schools is absurd. People argue for the retention of these

Proposed remedy for this.

Value of these subjects.

life, and makes them feel the bond of union that runs through all sections of the community. It brings home to them that all have their destined part to play, and that disorder is absurd as well as wicked.

Then, again, the success of the pupils reflects unmistakeable credit upon the teacher, and secures enhanced respect for himself and his office. The fact that he laid the foundation, and built part of the structure, of education that was necessary to form the doctor, the lawyer, and the clergyman, puts him on a level with these dignitaries. It brings the value of education home to the people in a concrete form, and impresses them with a due sense of the superiority of the intellectual over the animal parts of man. Banish the classics from our common schools, and you close the path to the universities against the common people. Education may still be thought useful by the masses, but the teacher will cease to be venerable. Teaching only what the masses know, he will be identified with themselves and not with university men. These considerations show that it is desirable for the good of society to keep up the old connexion between our public schools and the universities. For this reason, were it true, as is sometimes alleged, that our New Code broke the connexion, I should regard it as a national misfortune. Happening to have the charge of a county where the teachers, as a rule, are specially qualified to impart the requisite instruction, I have taken some pains to put the matter to a true, that is, to a numerical, test; and the results will be found in the subjoined table.

Advantages to the cause of education.

Name of School.	—	*a.*	*b.*	*c.*	*d.*	*e.*	*f.*
Achanarrow - -	—	None	—	None	None	2	None.
[1] Advie - - -	—	·75	8	"	2	5	"
Boharm - - -	P.	·3	30	·16	None	None	2
Burghead - - -	—	·57	7	·5	Unknown	4	None.
Cromdale - - -	P.	·3	20	None	4	4	"
Dallas - - -	P.	·06	50	·16	Unknown	6	"
Duffus - - -	P.	·42	7	·3	"	A few	"
Dunphail - - -	—	None	30	None	6	7	"
Dyke - - -	P.	·23	—	"	5	7	"
Elchies - - -	P.	·2	30	·16	4	1	"
[2] Fochabers (Milne's Institute)	—	2·5	11	4·5	—	—	"
[3] Forres - - -	P.	1·3	17	·3	20	14	"
Grantown - - -	P.	1·2	15	2·5	25	13	"
Hopeman - - -	—	·14	7	None	None	1	"
Kinloss - - -	P.	None	—	·16	10	5	"
Knockando - - -	P.	"	8	None	5	4	"
Logie - - -	—	·18	11	·16	3	4	"
Rufford - - -	P.	1·00	—	None	16	7	"
Rothes - - -	P.	·34	29	"	20	26	"
Speymouth - - -	P.	None	—	"	None	None	"
St. Andrews, Lhanbryd -	P.	·5	4	·3	16	14	"
[4] Urquhart - - -	P.	—	—	·16	Unknown	10	"

Column *a.* contains the average number per annum of boys who went from school to college before 1872.

Column *b.*, the number of years for which the calculation in (*a.*) has been made.

Column *c.*, the average number who went from school to college during the past six years.

Column *d.*, the average number annually studying university subjects before 1872.

Column *e.*, the number studying university subjects at present.

Column *f.*, the number qualified for university subjects whose instruction the teacher is compelled to neglect on account of his time being occupied with the elementary subjects of the Code.

P. denotes former parish school.

[1] The years were from 1857 to 1865.

[2] From September 1869 to September 1872 the average numbers (including

those who went to college subsequently) were, Latin, 54; Greek, 14; Mathematics, 15. Numbers at present are, Latin, 56; Greek, 25; Mathematics, 40.

[3] Since 1872 12 boys have been fully qualified for university entrance, and Mr. Berwick, the master, writes to me: "The school board has hitherto shown "itself most desirous that the standard of the higher education in the school should "not be lowered. I know of no reason, therefore, why the school under the Act "of 1872 should be of a lower standing than it was previously to the passing of "that Act."

[4] The parish minister says: "For 19 years none went to college;" the teacher says: "for several years only three."

The following is the return from Alves Public School:—

During six years preceding the Act of 1872 three boys went to college. During the past six years one went to college and two passed the law agents' general knowledge examination.

Mr. Mackay sends me the following notes regarding his work as master of the West End Public School, Elgin (new):—

"I have much pleasure in submitting for your consideration the following answers to your questions with remarks on the same. These answers and remarks apply to Latin, Greek, and mathematics. With regard to English, however, I am of opinion that an average boy from the highest class in the West End School knows more about this subject than boys that left many of the parochial schools for college before the passing of the Act of 1872. At the Fordyce Public School, Banffshire, where I got my education, there are usually from 20 to 30 boys preparing for college, and at the time I left it, now 10 years ago, all the English, or virtually all, done by the highest class was to *cram* Bain's Grammar. Dry work this; for it was accompanied with little parsing, less analysis, and no composition. The version was the one thing deemed needful, and to it, with Latin and Greek reading, the greater portion of the pupils' time was devoted. The training in English that a pupil now has in passing through the standards, and in passing the three stages of English literature, fits him for continuing the subject in its higher phases with intelligence and with pleasure. I may add that when I went to college I knew precious little about history and geography, and the addition made to that little during my college curriculum was 'less than any assignable quantity.' I speak of myself as a representative man: there were many in the same plight. I consequently found it no easy task to get up these subjects before sitting for a Government certificate. Graduates have not now to take history and geography at this examination, and the more is the pity in my belief. I used to join loudly in the cry of its being *infra dig.* for a graduate to submit to such an ordeal before getting a mastership of a public school, but experience has removed this cobweb. So much by way of introduction. I shall now take up the questions seriatim.

"(*a.*) The West End School was opened on 11th October 1875, and what, I understand, principally recommended me to the school board for the head-mastership of the school was my ability to teach classics. Whether this was the result of a desire on the part of the board to provide the means—as some then affirmed—of fitting tradesmen's sons for college, or because the then classical master of the academy was considered a failure, I am not prepared to say.

"So far as I can ascertain, no pupils were prepared for college in the Elgin Elementary Schools previous to the date of my appointment. I should like to know how many have been sent up direct from the academy during the last 12 years, and of these how many took bursaries, how many finished the course, and how many took the degree of M.A.

"(*c.*) None have yet been qualified. During 1875–76 I had a class of four boys from the academy that took Latin only. One of these, who subsequently attended the Educational Institute for a year, is now at college.

"(*e.*) Latin, 45; Greek, 8; mathematics, 25.

"The fee for Standards V., VI., and ex-VI. is 6*s.* 3*d.* per quarter for all subjects. Not a few, consequently, start simply because their parents wish to have full value for their money—the *wish* to have it, so far as they are concerned, being concomitant with the *possibility* of having it. A good many, after having been some six months at the subject, find the battle too hard to fight and keep up with the standard work and fall off. Some of these make a fresh start with the next class, and do well; there are others, again, that have remained in the class till near the examination, but, feeling the stigma of not being qualified, retire altogether. The ranks are still

farther cleared after passing Standard VI. and the third year's Latin. I suppose, however, that it may be said of most schools that only a small proportion of those that begin Latin ever go to college. Of those that have studied Latin under me, only four, as far as I can recollect, have turned it to practical account, three having passed the preliminary examination for law and been apprenticed to solicitors in town, while one has passed the preliminary examination of the Pharmaceutical Society of Great Britain and is apprenticed to a druggist. This last had passed Latin of the third year and, in some respects, was the best pupil in school at the time he left.

"(*f.*) There are none as yet. When I had but *one* Latin class I got through easily; by the time I had *two* I got an assistant qualified to take one of them; and when I had *three* a pupil-teacher could take the beginners. At present there are *four* Latin classes in the school, but to the highest class I give fully an hour's teaching after the regular work of the day is finished, and the forenoon on Saturdays. After next inspection I expect to be at a deadlock with the present staff. The only way I can see out of the difficulty is not to have a beginners' class next year at all, or to combine those of the second and third year."

A glance at the above table will show that the statements usually made as to the Code abolishing the teaching of university subjects in our schools, are completely false. The slight decrease in the average number per school, that has gone to college since the Code came into operation is easily accounted for by causes having no connexion with the Code. The chief of these causes in the north of Scotland is, I fear, a growing disinclination among boys to go to college, or rather the preference given to mercantile pursuits over what are called the learned professions.

The Code has not abolished the teaching of university subjects in our schools.

With the exception of the couple of unfortunate boys at Boharm, it will be seen that no pupils find it impossible to get the old classical education in our schools; and, curiously enough, these boys have gone for that instruction which is denied them in the home school to another where the Code is in full swing. Many of the teachers complain, however, that they have to give this education in part, at any rate, at extra hours. This is doubtlessly a fact, but not a novelty, because the country teacher who, previous to the existence of codes, prepared his boys for college without sacrificing the rest of the school did so before or after the usual school hours. The only difference consists in this, that whereas the instruction of the mass was formerly voluntary it is now obligatory, and the whole of the teachers must now do what was then done by the better few only. Indeed, where parishes have availed themselves of the grading system, the New Code has rather increased the facilities for giving classical instruction than put obstacles in its way. An experienced educationist writes to me on this subject as follows:—

"I am strongly of opinion that the present educational arrangements of the parish would, with equal skill and ability on the part of the teachers, increase rather than diminish the facilities for studying university subjects as compared with the arrangements before 1872. The principal school is graded along with a school in the neighbourhood conducted by a female teacher, so that in the principal school there are no pupils below Standard IV. Where an arrangement of that kind can be carried out, it confers manifest advantages over the old position of things under which all parish schoolmasters were expected to teach everything from the alphabet to Homer inclusive as pupils offered."

A frequent objection to the provision made in the Code for university subjects is that it is so low as to be practically useless. The worth of the objection may be estimated when it is considered that 10 per cent. of the entrants at the Scotch universities would not now, nor probably of those at any period of their history, pass a successful examination on the third year's classical course of the Code. Speaking to one of our Ferguson classical scholars on this subject, he agreed with me that the

It is objected that the Code has so lowered the standard of classical instruction as to make it useless.

The objection not well founded.

per-centage would not be above 10; and added that at Oxford, where he had studied, the per-centage would be lower than at the Scotch universities. True, there are no Virgilian studies prescribed, and for the life of me I cannot see that there is any disadvantage to a boy in not being asked to construe a book the difficulties of which he might not be ashamed to own at the close of a good university career. The Code requires of him what he will find of more value than a crude acquaintance with Virgil and Homer when he attends the lectures of a professor, an accurate knowledge of his Latin and Greek rudiments, and such a knowledge of the idioms of Latin and Greek that he will experience little difficulty in mastering an ordinary piece of prose in either language. Already the effects of the Code are felt in the universities by superior and not inferior classical attainments. The entrants at the university of Glasgow, tested by an examination held by the professor of humanity, showed a higher per-centage of well-trained lads last year than the previous year, and this year the per-centage was higher than last year. The educational system is like a cone of constant angle, and hence when the base is widened the apex necessarily ascends.

Other special subjects.

It seems to me wise to retain a wide range among the special subjects, both that pupils may be educated in what will subsequently benefit them most in the business of life, and that teachers may have the opportunity of giving that instruction which they are most capable of imparting. So far as payments are concerned, they are all placed on an equality by your Lordships; and the only thing required to make the equality real is that the times required for preparation should be approximately, if not wholly, equal. It is commonly believed that these times are very different for the various subjects, and, notwithstanding that the reported amount is usually a gross exaggeration, it is true that differences exist. Commonly the 4th Schedule is read over, and an *a priori* determination made of the time required for studying each subject; but as the most elementary scientific ideas are new to the children, it is by experiment alone we can ascertain the time they take to master subjects of a scientific character. For that reason I attach great importance to the following communication from Mr. M'Ainsh, Grantown, whose ability as a scientific teacher gives value to his experience, and whose conscientiousness gives warrant for the accuracy of his statements. I was particularly anxious to find out the time required for preparing boys for examination in the first stage of electricity and magnetism, which seemed to me to require less than any other section of the 4th Schedule. Of course, containing the mariner's compass as a subject, on that alone I could examine in such a way that it would take an average boy 10 years careful study, beginning, say, at 12 years of age, to pass well; but as nothing could reasonably be expected in the circumstances beyond a knowledge of a few general facts, I never inquire beyond such general knowledge. And this I thought might be acquired in a shorter time than is necessary for the other portions of the schedule. This is what my correspondent says:

Times necessary for preparing pupils for examination in all special subjects ought to be approximately equal.

"Electricity and magnetism, first stage, received two months (including revisions) in its preparation. This was to boys who had passed the 6th Standard.

"The second stage required about three months. With this amount of work the pupils were well up so far as I carried them, yet I see that in this subject the per-centage of failures was higher than in any other of my specifics, viz., 4 failed out of 10.

"Physical geography, first and second stages, is taught the whole year round, but by pupil-teachers, with overhauling now and then by myself. The third stage is the easiest, but, belonging to higher classes, is taught by myself.

"Botany (all stages) is taught by myself, and occupies about four months."

I have left myself no room to speak about the Gaelic question, but I regret this the less as I understand that Mr. Sime is to take it up in his general report this year. Mr. Sime and myself have had similar experience of Gaelic in our schools, and have arrived at similar conclusions regarding its utility as a subject in Highland schools, and I have little doubt that my colleague will handle the discussion with the clearness and cogency guaranteed by his candour and ability. The Gaelic question.

I have the honour to be, &c.

J. MACLEOD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1878, *by Her Majesty's Inspector*, R. OGILVIE, ESQ., M.A., *on the* SCHOOLS *inspected by him in the Counties of* DUMBARTON, STIRLING, *and* CLACKMANNAN.

MY LORDS, Stirling, December 1878.

Limits of district.

THE seven reports which appear in last year's Blue Book deal one and all with new and narrowed limits. The same may be said of almost every report which has been written during the last decade. The reason of this is not far to seek. Not to speak of the abolition of denominational inspection, which was followed by a complete remodelling of districts, the large and rapid increase in the number of inspected schools has necessitated frequent revision and material curtailment of territory, and a corresponding addition to the inspectoral staff. When I entered on the Stirling district, barely 10 years ago, it extended from Perth and Kinross on the one side to the archipelago of Argyll on the other. It now comprises only the counties of Dumbarton, Stirling, and Clackmannan, and yet it has only been by surrendering a moiety of the days specially allowed for reporting and other clerical employment that I have been able during the past year to overtake the work of this circumscribed area.

General progress.

The two years which have passed since I was last called upon to furnish a general report, though less eventful than the years immediately preceding, supply valuable facts and materials illustrative of the effect of recent legislation on the progress and development of the work of education. They have been marked by steady increase in attendance and sensible improvement in efficiency. If little has been done in the matter of school extension, it has mainly been because comparatively little remained to be done, the state of supply being, unless in a few isolated instances, tolerably complete. The action of school boards in this direction has certainly been more satisfactory than the most sanguine educationist could have ventured to hope. Thanks to their generous and enlightened efforts, the country is now covered with a network of new buildings, which alone would mark a new epoch and a new departure in the history of education. They contrast so strongly with the miserable accommodation of the past that one now wonders how the work of instruction could have been carried on at all under the old order of things. The typical modern school is an imposing structure, uniting architectural elegance with solid and durable workmanship, and forming, whether in town or country, a conspicuous ornament to the street or district in which it is situated. It is not unfrequently the only relieving feature in the landscape. Yet it cannot be said that inside convenience has been sacrificed to outside effect. If the exteriors are ornate as well as substantial, the interiors are lofty and airy, and fitted up with commendable attention to the health and comfort of the children. Altogether, it scarcely, I think, admits of question that in respect of school provision Scotland is now, I do not say not surpassed, but not even approached by any other country in Europe, or probably anywhere else.

School supply.

Class-rooms.

If mistakes have been made, they are to be found almost exclusively in the internal arrangements, particularly as regards the size, number, and construction of class-rooms. School boards, though possessing the best business qualities, are not presumedly conversant with the details of school organization. While, accordingly, they charged themselves with the duty, and in the most earnest and liberal spirit set about the task,

of providing a sufficiency of accommodation, they too often regarded the manner of its apportionment as a matter of minor importance. It is scarcely, therefore, to be wondered at if not a few of the new schools, in other respects all that could be desired, are wanting in those requisites which a practical acquaintance with school management and class manipulation would have secured. The class-rooms as a rule are neither sufficiently large nor sufficiently numerous. They have been sacrificed in too many instances to one huge unwieldy room, where three or four classes have to be taught, or rather shouted to, by three or four teachers at the same time. This system may have been to a certain extent a necessity in the past, when pupil-teachers formed the staple of the teaching assistance: now, however, that the auxiliary staff is so largely composed of trained masters and mistresses, such an arrangement is as uncalled for as it is cumbrous, fatiguing, and wasteful of teaching power. In the confusion of tongues, teachers and taught are apt to acquire the habit of speaking in an unnatural tone of voice, a practice which is no doubt in some measure answerable for the prevalence of bad reading.

Endowed and privately supported schools

Side by side with the board schools are four other classes of schools, constituting together about 20 per cent. of the total accommodation. They are Roman Catholic, Episcopal, endowed, and privately supported schools. The two last, though an important source of supply in the past, are now dried-up channels, the *raison d'être* of such schools having passed away. The bulk of them have been gradually absorbed by the boards, the few still retained in private hands being in good order, and pretty nearly, if not wholly, self-supporting.

Denominational schools.

The case is different with respect to the other two classes. The effect of the Act on the Roman Catholic and Episcopal schools has been, if anything, to give a fresh impulse to their extension. They are now the only existing Church schools pure and simple, but it must not be supposed that they are the solitary remnants of denominationalism. In point of fact, the machinery by which our national system is worked is mostly denominational. Diversity of creed enters largely into election contests, intensifying rivalry and heightening success. The returns are always eagerly canvassed and carefully tabulated to show the gains and losses of the various churches. And yet, paradox though it may seem, there is no religious difficulty. At the time the Education Act came into force, or rather before its application, it was customary to hear it spoken of as "a godless Act," while it was blamed by an opposite party because it did not go far enough. The religious question seemed then an insoluble puzzle. It was threshed out in speeches, pamphlets, and all sorts of ways all over the country. It was the vexed problem of the day. But the Act, instead of a sword, as many people feared, has somehow brought peace. The religious question engrosses men's minds no longer. For the present it is no more a rock of difficulty. It is scarcely even so much as mentioned. How has this happy result been attained?

Religious difficulty.

How solved.

The boards, with surprising uniformity of action, or rather inaction, practically left the subject in the position in which they found it. They settled it everywhere and in every case on its traditional basis. They simply stereotyped and enforced the hereditary *status quo*, or what is termed "use and wont." The mass of the Scotch people are Presbyterians, and for these the national schools may be said to exist, just as the Roman Catholic and Episcopal schools respectively exist for these denominations. The public schools are to all intents and purposes denominational schools. Public and Presbyterian are practically interchangeable terms. Inspection is, perhaps, after all the only really

results of the examination in the standards. The corresponding results for 1875–76 are also given to facilitate comparison.

Standard.	1877–78.					1875–76.				
	Total Number examined.	Per-centage of Total Number examined.	Per-centage passed in			Total Number examined.	Per-centage of Total Number examined.	Per-centage passed in		
			Read-ing.	Writ-ing.	Arith-metic.			Read-ing.	Writ-ing.	Arith-metic.
I.	4,437	26·2	93·9	96·8	77·5	4,362	30·6	92·8	96·6	74·3
II.	4,270	25·2	97·5	90·9	88·4	3,996	28·1	97·3	87·4	83·8
III.	3,665	21·6	99·1	85·1	80·9	2,866	20·1	99·1	87·1	79·3
IV.	2,680	15·8	90·9	85·4	74·7	1,786	12·6	89·8	84·7	68·7
V.	1,374	8·1	84·2	87·2	80·3	678	6·2	71·5	84·7	78·3
VI.	521	3·1	91·0	93·5	83·1	345	2·4	77·4	95·4	76·5
Total	16,937	100·0	94·6	90·1	80·9	14,233	100·0	93·3	89·9	77·6

A comparative examination of the two tables reveals a creditable measure of improvement in every subject, and, with an unimportant exception, in every standard. But perhaps the most noticeable feature is the gratifying increase in the proportion of children examined in the upper standards. They constitute, it will be seen, 27 per cent. of the total presentation. The average over Scotland, as given in last year's Blue Book, was only a little over 22 per cent.

General remarks. Reading.

Reading ranks highest, as it always does, in the per-centage of passes, but it does not on that account follow that it is the subject which is taught with the greatest measure of success. In point of fact, the very reverse is the case. The experience of all Inspectors, English as well as Scotch, goes to show that no part of the elementary instruction is susceptible of greater improvement. It is, I see, the burden of the complaint of every one of my seven colleagues who furnished reports last year. Even the introduction of the requirement to read *with intelligence* seems to have borne little or no fruit. Is this state of matters to go on? Is reading never to rise above the low-water level? Are Inspectors to continue suggesting remedies, and always reporting failure? The fact that good reading is got, not often it is true, but sometimes, even in the most unprepossessing circumstances, is the best proof that success is not a hopeless ideal, but is within the reach of all who aspire to it. That the subject is of primary importance does not admit of question. The ability to read well outweighs every other elementary acquisition. It is the key to all knowledge, and is of the greatest importance to those whose school life is most circumscribed. If children who leave school early are, I do not say to augment, but to hold fast the little that they have, they must carry away with them the power of reading without exertion, and with pleasure to themselves and others.

Reading with intelligence, which the Code now requires, though it has not as yet effected so much improvement as might have been expected, is at any rate a step in the right direction. Though by no means the only, it is the first condition of good reading. If it does not secure correct expression and taste, it would at least be idle to look for these qualities without it. Good reading is inseparable from comprehension, but comprehension may co-exist with reading, which is as bad as bad can be. A paragraph, the sense of which is thoroughly grasped, may be as thoroughly murdered in reading. Nothing is of more frequent occurrence than to hear a boy read in a loud monotonous key, as if the words had little connexion with their co-efficients in the sentence.

ample; yet nothing is more common than to see a reading lesson given in which the master's function amounts to nothing more, barring repeated injunctions to speak out, than the correction of errors of pronunciation. Abstract rules and repeated precepts, unless enforced by illustrative example, are practically valueless. We may suppose that Monsieur Jourdain, in the French play, did not pronounce *d* and *f* more correctly after he had been told that *d* is pronounced by touching the teeth with the end of the tongue, and *f* by putting the upper teeth on the lower lip.

Writing. Writing, taken even in the elastic sense in which the term is used in the Code, shows sustained progress. The slate writing of the 1st and 2nd Standards, considered apart from spelling, has year after year been rising in quality till now little room is left for improvement. The uniformity of excellence usually attained strikes school managers and other visitors as more surprising than any other part of the school work. The handwriting of the other standards, although it cannot be spoken of in the same terms of praise, is on the whole satisfactory. It is often very good, and rarely so bad as to be the ground on which an exercise is rejected.

There is one important element in penmanship of which hitherto little account has been taken. I mean the element of speed. Legibility and tolerable correctness of form are primary requisites. These, of course, are to be secured at all hazards, but the qualities next to be cultivated are not elegance and finish, but ease and freedom. In most schools, however, which may be said to be great in handwriting, rapidity bulks for comparatively little, the production of fine writing being the main thing aimed at. Dictation done in this copper-plate hand style proceeds at an unconscionably slow rate. Seven or eight lines so executed make a serious inroad on the space of a school meeting. The painstaking deliberation with which every letter is formed involves an expenditure of time which might surely be turned to better account. The result is no doubt very pretty to look at—*c'est magnifique, mais ce n'est pas la guerre.* The style to be adopted is a clear, round, bold hand, which the children should be trained to write at once quickly and well. When they leave school and enter on the business of life, they soon find that it is not elaborate execution, but time and despatch, they have got to study, and the fine copper-plate too often degenerates into a hurried scrawl. Good form and rapid speed are very successfully conjoined in Falkirk Southern School; the advanced scholars, numbering over 130, set about the work of dictation and letter writing as if they were copying clerks.

Spelling. Spelling, notwithstanding its arbitrary nature and consequent difficulty, is usually well known. It is the direction in which the Code has effected the greatest improvement. Entering, as it does, more or less into all the standards, it claims and receives a large share of every teacher's attention. The methods employed appeal more to the eye and less to the ear than was the case in the past. The children are familiarised with the sight of the words they have to spell, aided by occasional explanation based on their derivation and component parts. The results show a standard of proficiency which was rarely met with in the pre-codal period. The degree of accuracy often attained over the whole of a large school is really marvellous. It sufficiently disposes of the fallacy that certain children are prevented by nature from ever becoming correct spellers. Hereditary incapacity to write well is shown to be a fiction of the same description.

Composition. Composition is improving, but it is a comparatively new subject, being in a measure the creation of the New Code, and a good deal of

leeway has in consequence still to be made up. In some schools, notably Dumbarton Episcopal, it is one of the strongest features in the instruction. The 6th Standard letters are at least up to the level of the average performances of the training college entrants. But in the majority of the schools the subject is as yet taught with indifferent success. In many cases it cannot be said to be taught at all; it is merely practised. The reproduction of the passage read to the 5th Standard is little more than an effort of memory. The children take refuge in a literal copy of a few disjointed sentences. They are not trained to seize the salient facts in the narrative, and arrange them in simple and orderly sequence. The letter of the 6th consists of a minimum of thought in a series of sentences united by no kind of structural dependence, but only by the accident of juxtaposition. Pretty full analysis is required in this standard, and is not unfrequently got, but, as it counts only in the reading pass, its practical bearing on the formation and logical relation of sentences is too often lost sight of. The consequence is that children who can analyse with tolerable ease what they read are found unable to apply their knowledge in criticising what they write.

Arithmetic.

Arithmetic, though credited with the highest rate of failure, has participated, perhaps, most in the general improvement. Notation is better understood in the lower standards, and intelligence is better developed in the higher. The use, however, of fingers, strokes, and other objectionable helps in working questions in the initiatory stages still lingers in too many schools. The bulk of the female students who leave our training colleges, so far as I have seen, if they do not encourage, at least tolerate these slow and slovenly processes. They always say they don't. They check the children whenever they see them resort to such methods. But as, according to the French proverb, a door must be either open or shut, so a habit is either checked or not. A practice which every second child indulges in cannot be said to be checked. Cards have, as formerly, been employed in all the upper standards, each card consisting of four questions, two "straightforward" and two set in the shape of problems. There is, I am glad to say, a marked increase in the number of schools in which the problems have been successfully grappled with, but this is a direction in which there was considerable room for improvement, and the results even yet are only to be regarded with satisfaction in so far as they furnish hopeful evidence of progress. Mechanical accuracy is alone sufficient to secure a pass, while certain failure is the result of its absence. To secure a pass bulks with some teachers as if it were the be-all and end-all of elementary instruction. It is not awakened thought or trained intelligence they are concerned about: it is the pass, the whole pass, and nothing but the pass. They blame the Code, or they blame the boards. It is not, say they, their fault, it is their misfortune. A complainant, whose views are worth quoting, thus puts the case:—"I pass 90 per cent. My neighbour, Jones, passes 95 per cent. "We are teachers under the same school board, and Jones is credited "with the difference. Therefore, having to produce a tale of bricks, "we shall do our best to produce them. We won't waste our time in "producing bricks without a flaw. We prefer to produce bricks "which have not enough flaws to make them be rejected."

Mechanical accuracy.

Fallacious tests.

The mere per-centage passed is a fallacious test of a school. A good school passes as a rule a high per-centage, but a high per-centage does not always mean a good school. Quantity is not a guarantee for quality. A school in which 90 per cent. of the children evince intelligence, and pass with ease, is vastly superior to a school in which 95 per cent. show a certain mechanical facility, and manage to scrape through.

I may take this opportunity of adverting to a still more misleading test, which I have often seen paraded in local newspapers in the Vale of Leven and other parts of my district. I mean the amount of grant earned per scholar in average attendance. A teacher, whose personal influence ensures great regularity of attendance, was surprised to find his school earn less per head than another school in his vicinity which suffered not only from irregular but from half-time attendances. He could not reconcile his successful passes and excellent reports with the excess of his neighbour's earnings over his own. The secret of his neighbour's success lay in the very drawbacks he had to contend with, while his own apparent failure resulted from the advantages his influence secured. The reason is obvious. The amount earned is within certain limits not in the *direct*, but in the *inverse* ratio of the number of attendances. Let me suppose the two following extreme cases by way of illustration. There are two schools which have been open 420 times, each showing an attendance roll of a hundred. The children attend perfectly regularly in the one case, while in the other 40 per cent. are absent daily. The average attendances in the respective cases are accordingly 100 and 60. The imagined per-centage of absenteeism does not preclude the possibility of the whole of the children completing the qualifying number of attendances. To put the comparison in the strongest light, let it be granted that the regularly attended school has no failure, while the rate in the other school is 20 per cent.; that in the former the discipline and other grants are earned with the utmost credit, while in the latter they are recommended with hesitation. The interval in efficiency between the two schools is as wide as wide can be, but it is in their reversed positions they are made to figure in the newspaper paragraph. Test them by the touchstone of money, the average attendance being the standard of measurement, and they change places. From the subjoined calculations it will be seen that the model school earns only 19*s.* 6*d.* per scholar, while the inferior one earns 22*s.* The passes in the two cases bring respectively 45*l.* and 36*l.* The grants for grammar, history, and geography are approximately 20*l.* and 12*l.* The discipline grants, allowing the higher rate to the better school, are 7*l.* 10*s.* and 3*l.* The music and average attendance grants together are 25*l.* and 15*l.* The first total divided by 100 gives 19*s.* 6*d.*; the second divided by 60 gives 22*s.*

Both of the extra grants under Article 19 C. were made to 88 per cent. of the schools examined, and one or other of them to 10 per cent. more. The grammar grant is easily, sometimes too easily, earned, numerical strength in the 2nd Standard being sufficient to cover a breakdown in the more difficult requirements of the 3rd. Grammar, valuable as an instrument of mental culture in any school, has an enhanced importance in ordinary inspected schools from the fact that it is the one subject in which rote work is of no avail. To parse a sentence correctly a child must think. Most questions in other subjects are matters of information. Even arithmetic may be taught in such a way as to involve only mechanical processes. But grammar is an exercise of intelligence: its definitions may be mechanically learned, but they cannot be mechanically applied. I should be glad to see the 2nd Standard requirement enlarged by the addition of adjectives. Nouns are often used for adjectives, and it is of importance that children should be able to distinguish when they are used in the one capacity and when in the other. It would not, perhaps, also be too much to expect the children in the 3rd Standard to know the primary laws of the formation of a simple sentence.

Extra subjects. Grammar.

Geography.

There is a consensus of opinion that an improvement might be made in the distribution of geography over the standards. Nothing better could be suggested than the substitution, *mutatis mutandis*, of the requirements of the English Code. Scotch people entertain a chronic fear lest their scheme of education should be brought down to the English level; and yet while the geography of Scotland is all that the Scotch Code requires for the 5th Standard, the English Code prescribes for even the 4th Standard a knowledge of Great Britain, Ireland, and the Colonies.

Sewing.

Sewing is taught with every gradation of merit and demerit. It has to struggle against displacement from the fact that it has no money-appraised value. The surprising proficiency with which it is taught in some of the most commonplace schools shows that it is only care and skill that are needed to produce like results in all circumstances. The question of an Inspector's fitness to examine this department has been broached by more than one of my English colleagues. Some of them acknowledge their indebtedness to their own and their assistants' wives, while others recommend the appointment of Inspectresses. To make a difficulty of the matter at all in the face of the cyclopædic range of knowledge which Schedule IV. presupposes an Inspector to possess seems to me like straining at a gnat and swallowing a camel. In testing the quality of a piece of handicraft, ability to produce it, though no doubt an advantage, is by no means a necessity. One needn't be an artist to be able to criticise art. It is not necessary to write copper-plate to be a judge of penmanship, nor to be a finished performer to discriminate musical execution.

Discipline.

Discipline being the first, second, and third conditions of school-keeping, the additional grant made to secure it could not fail to be attended with beneficial results. Its operation has led to material improvement in obedience, order, and school drill. But discipline, as used in the Code, is more comprehensive in its range, and it must be confessed that in its wider sense the standard yet reached is not so high as it should be. Hopeful signs of improvement, however, are not wanting. Instances of whispering and copying at examinations are certainly fewer and farther between, while politeness, or at least freedom from rudeness, is less exceptional and unfrequent. On the whole, the denominational schools are the best mannered; but several boards are already bestirring themselves and making earnest efforts to carry out the principles the Code lays down. Truthfulness does not always get the delicate treatment its cultivation requires. Its existence is ignored or doubted when it should be assumed. Children, instead of being taken at their word, are interrogated and treated as if they were untruthful. It is better that the guilty should escape than that the innocent should be even suspected. Children naturally rise or fall to the standard of merit they find themselves credited with. The Rugby boys felt it was a shame to tell Dr. Arnold a lie, because he believed them. How many school children could say they had been made truthful from the same restraining cause?

The discipline grant was made at the higher rate to 44 schools, and at the lower to 111, while in the case of six schools it could not be recommended at all. Some teachers in their anxiety to earn the higher award interpreted the regulations in too rigorous a sense. They erred on the side of over-repression, mistaking healthy liberty for license. Excessive restraint answers no good purpose. It is not more destructive of the children's happiness than of their mental activity. The conditions of the grant will be best fulfilled if the children are, to use a recent coinage, easy and free, provided they are not free and easy.

Specific subjects:

The subjoined table shows the proportions in which the various specific subjects were studied, as well as the respective per-centages of passes

obtained. The corresponding results for 1875–76 are given alongside for the purpose of comparison.

Specific Subject.	1877–78.			1875–76.		
	Number presented.	Number passed.	Per-centage passed.	Number presented.	Number passed.	Per-centage passed.
English literature -	1,802	1,425	79·1	1,150	946	82·3
Physical geography -	734	595	81·1	556	382	68·7
Physiology - -	640	541	84·5	369	301	81·6
Botany - - -	9	6	66·7	42	38	90·5
Mathematics - -	103	83	80·6	80	58	72·5
Latin - - -	217	212	97·7	109	87	79·8
Greek - - -	6	6	100·0	2	1	50·0
French - - -	142	136	95·8	89	73	82·0
German - -	13	13	100·0	0	0	—
Domestic economy -	1,296	1,007	77·7	41	39	95·1
Total - -	4,962	4,024	81·1	2,438	1,925	78·9

I am precluded by the limits of my report from entering on any detailed criticism of the specific subjects. I can only glance at one or two of their most noteworthy features. All the subjects, with one trifling exception, show a gratifying advance in the number of examinees. The rate of increase over all is fully 50 per cent., there being, it will be seen, close on 5,000 separate presentations. This figure was not reached last year by any district, not even the three collegiate ones excepted. In one case only was there anything like an approach to it. Their rate of increase.

Specific subjects deserve to be encouraged not only for their own sakes, but for their reflex bearing on the intelligence and general tone of the school. The elementary work is not best done in schools where nothing excepting elementary work is attempted. The lower subjects thrive all the better when cultivated side by side with the higher, just as larches lead firs to grow in a plantation. The schools in which specific subjects were not taken up represent 24 per cent. of the total number of children examined, but they are responsible for 35 per cent. of the total number of failures. In the face of this fact, I must enter my protest against the views advanced by some of my colleagues, who would forbid specific instruction to all children below the 5th Standard. I cannot see that anything is gained by a fixed limit at all. It would be some compensation for the acknowledged restrictions of the Code if clever children could be made the most of, irrespective of their position in the standards. But if there must be a hard and fast line, I would most strongly deprecate its being drawn at the 5th Standard. The effect would be to cut off nearly two-thirds of the possible entries. Because the 4th Standard has broken down under a few feeble teachers, are other teachers, however skilful, to be debarred from introducing their 4th Standards to anything outside the beggarly elements? Their value.

The increase, it will be observed, is mainly in the direction of the easier subjects, but those generally selected, though they have not the disciplinary value of some of the others, are very suitable for school instruction. The extraordinary increase under the head of domestic economy has been caused by the new compulsory requirement of the Code. In one school, Dumbarton Episcopal, a department has been added for giving practical instruction in cookery to the elder girls. No pains and no expense have been spared to make it a success. It is in all Direction of increase.

GENERAL REPORT, *for the Year* 1878, *by Her Majesty's Inspector*, DONALD ROSS, ESQ., M.A., *on the* SCHOOLS *inspected in the Counties of* RENFREW, BUTE, *and* ARGYLL.

MY LORDS, Hyères, 29th November 1878.

IN submitting my report for the past year, I confine myself to a brief statement of facts and to a few conclusions based upon these.

Variety of schools in the district.

The district is a wide, almost a representative, one, with much variety in many directions. Its industries and the habits and needs of its population are very varied, and hence there is a marked variety in the range and general character of its schools. A shepherd's family in a lonely glen, or a fisherman's boy partially tutored by the Atlantic, is different, and needs different educational treatment, in some respects, from that given to the child of a miner or a labourer, influenced by the conditions, many of them degrading, of our large villages and towns. I strongly believe that as the national system becomes more perfect, this will be more recognised, and in particular I rejoice at the growing latitude not only allowed, but recommended, by your Lordships in testing the educational results.

Progress and character of school supply.

Since the date of my last report the district has made remarkable progress, especially in providing buildings. We inspected 289 schools in the course of the year. The most of these were either in new or restored premises. Wherever the population is dense the policy of the boards has been to erect large departmental schools, and to provide ample machinery for the application of the principle of the division of labour. And in this they have done well. For the school where one man teaches everything to everybody is at its best a necessary evil. A large school, well organised, upon a definite plan and with a definite aim, affords a much better opportunity to each individual than a multiplicity of small ones in feeble competition with each other. The school supply is not yet complete. There is still a good deal of inferior accommodation in the larger towns, which can only be regarded as temporary. Paisley and Greenock, *e.g.*, have, in addition to many improvements on old buildings, each built four large schools, and yet these towns will soon have to face the problem of increasing their supply. It was thought in many places that the inferior buildings might serve as receptacles for those driven in by the compulsory clause, but time will probably modify this opinion. Of schools in this district attended by previously neglected children the most successful is Kinning Park Public, under the Govan Board. The building is in all respects one of the handsomest and best adapted to school purposes in Scotland; the staff is excellent, though the education is plain; and the results are high. Facts like these seem to go against driving the outcast into side schools or inferior buildings. Arab schools are not in any case a pleasant fact. Education is imperfect and halting so long as it is compelled to affect a compromise with class feeling or its adjuncts in society. But we deal with very imperfect conditions in the legacy of long neglect, and educational authorities dare not ignore the actual state of society or an unpleasant fact in favour of perfect theory. The difficulty of dealing with these neglected children is a growing one. They are generally of a restless disposition and filthy in their habits, coarse in speech, and precocious in wickedness. Respectable parents naturally object to their presence in schools attended by their children, and teachers find in them an element of great disorder, whilst, on the other hand, they themselves like to shift about from school to school. An equality of fee does not remove the

difficulty, nor anything attached to a difference of fee; though probably the introduction of free education may. Boards generally graduate their fees according to the character of the education given and of the surrounding population. Thus, there is in several parishes the school where the fee is almost nominal, and which places a sound education within the reach of the very poor. There is the school with a medium fee, in which the children of those who prefer a substantial English education may be trained without any fear of the contagious influence of the outcast class on the one hand, or the tinsel of higher subjects or showy culture on the other. And there is the school where, in addition to a broad substratum of elementary instruction, we find a considerable apex of special or secondary education. This threefold organisation appears to me to be the best suited to our Scotch need, and our national system in this district is gradually moulding itself into its framework.

Three classes of schools.

School buildings in Argyll.

These remarks apply to the central rather than to the outlying parts of the district. The county of Bute has excellent school accommodation, and almost all the existing boards of Argyll have been very energetic in erecting schools within their bounds. South Kempdale is the only parish calling for any remark, and it is a wide and thinly peopled parish, with more than ordinary difficulty. A few of the Argyll schools may be inconveniently placed, but they are almost all well built and beautiful, and point to something like a revolution in the tastes of the people. To enter these schools and to feel that they are in a sense one's own constitutes in itself a liberal education, in a county in which a large fraction of the house accommodation is extremely wretched. In almost every case a commodious teacher's dwelling has been erected; and his habitation gives now to the teacher a social influence which he never had before. Previous to the passing of the Act, Argyll, in the matter of school supply, would compare favourably with any rural county in Scotland, and yet in my earlier rounds I saw many damp and unsuitable school buildings; and I refer to one inspected last August by way of specimen. The local authorities were always anxious to supplant these inferior buildings, and I know of only one isolated case in which a building which I considered unsuitable was defended, though fortunately in vain. In itself and its surroundings it was the most disgraceful that I have yet seen; but handsome and well situated premises now supply its place. I refer now to a schoolhouse inspected last August in order to contrast the old with the new state of education in the Highlands. The building, a two-storied one in one of the isles, was situated under a cliff, and in the lower or darker portion was the school. Little light could enter from the back, and the front windows were boarded. The door was behind, and as one entered he found a score or so of pupils to his left, and a temporary partition, consisting of trunks and general lumber, on his right hand. Beyond the partition was the sleeping place of some workmen. The floor consisted of damp earth, levelled evidently a few hours before; the walls were dark, damp, and sooty, and there was no school furniture except a broken bench. The teacher seemed dispirited, and an epidemic raged amongst the children, several of whom were absent on the day of my visit. Two groups of scholars had come several miles to be examined under Art. 19 D., but their dread of the epidemic was so keen that they would not enter the building or go near the local children. We examined those, in a somewhat picturesque manner, in the shelter of a projecting rock, and they speedily left the dreaded spot.

A contrast between the old and new state.

The work of peripatetic teachers.

During the past year several applications have been made to me under Art. 19 D. in behalf of scholars taught in small groups by a peripatetic teacher attached to a centre school. Young lads who aim

at a profession find temporary employment, and generally do good work, in instructing these in such quarters as may be procured. As the school system gets consolidated, a large number of isolated families must depend upon these peripatetic teachers for the whole of their education, and accordingly I would suggest that the full benefits of the Code should be extended to them, and that a double grant for grammar and intelligence and geography and history be paid in their case. There would be no difficulty in securing statistics or in arranging an equitable basis of payment; the grant at its utmost would be infinitesimal from the Exchequer point of view, and if a little extra trouble might be given to the officers of the Department, the benefit to many isolated families would amply compensate it. It is your Lordships, through the Code, and not the local authorities, that determine not only the extent and general course, but even the details, of our national system.

Neglect of sanitary laws in the rural districts.

I regret to have once more to state that the progress of education in the outlying parts of the district is greatly impeded by the neglect of sanitary laws. The large sacrifices which the country is making must be to a great extent in vain, until it is fully recognised that many of the diseases and ailments to which children are subject may be prevented by good drainage, ventilation of dwellings, abundance of pure water, and cleanliness. The state of many of the villages and hamlets of Argyll is deplorable, and I cannot be surprised at the often-told melancholy story—of irregularity of attendance and absence of children being explained away by the prevalence of some form of illness in the locality. Generally, ignorance and indifference accompany poverty; it is vain to look to the people of these hamlets for reformation, and I can see no hope of sanitary reform in Argyll till the central authority brings greater pressure upon the local sanitary authorities.

Table showing progress.

With these remarks on school supply, I come to the question of attendance and progress. The following table indicates some striking results:—

—	Number present at Inspection.	Number qualified over 7.	Number examined over 7.	Number in each Standard.						Per-centage of Passes.		
				I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.
1878 -	37,558	26,810	24,192	6,930	6,161	4,972	3,831	1,617	681	89·2	86·1	81·3
1875 -	30,571	19,028	15,920	6,080	4,224	2,900	1,640	742	334	93·9	87·0	84·7
Difference	6,987	7,782	8,272	850	1,937	2,072	2,191	875	347	4·7	·9	2·4

In glancing at this table, one remarks:—(1.) The great increase in attendance—at the rate of upwards of 2,000 per annum. *Since I came to this district five years ago the attendance has increased by upwards of one-third.* (2.) The gradual increase of pupils in higher standards, *from about one-seventh in the lowest to more than double in the highest.* Viewed apart from collateral facts, these results are eminently satisfactory, and point hopefully towards the future. The pass has slightly decreased, but that is an index, not of inferior instruction, but of previous neglect. I may add that those who assist me have most loyally adopted my standard and methods of examination, and that as regards definite standard work the same or equal test is applied most strictly, and I trust most impartially, to every school of every class.

Decrease of pass and its cause.

The darker side of the picture.

The pleasing picture has a dark side, however. The population of the district is about 360,000, and the number of children between 5

which gives them meaning. In the advanced stages of instruction books are almost everything, for as the storehouse of knowledge they embody the more permanent results of thought and experience, and it is essential to acquire the art of reading; but education, which aims at building up character, should begin by developing a quick sense-perception, and advance to a ready and accurate faculty of judgment. To give supremacy to books, especially to the stupid literature of the primers, is to begin at the wrong end and reverse the natural processes of infant training. Not to keep the child quiet or to dull his sense by routine or its kindred forms of depression, but to seize his irrepressible energy, guide and fructify it, ought to be the aim of the mistress. Let interest, the handmaid, and curiosity, the source of all knowledge, be aroused, through the training of sight, hearing, and touch; let the child be made to observe clearly and note differences accurately, to place objects side by side and see wherein they agree and differ, and to reproduce the knowledge thus gained in his growing vocabulary, and from this preliminary training he will be in a condition to advance rapidly in the art of reading and other elementary exercises.

This does not interfere with the standards.

By taking this broad view of the subject, no one requires to neglect those exercises that prepare for the definite work of the standards. Far otherwise. As imitation is strong in the infant mind, every child should be provided with a slate, and from the first copy letters, figures, and other objects, and gradually construct models out of simple solids. Children of six in the Neilson Institution, Paisley, write a beautiful round hand in their copybooks. Again, from an early stage they should be made to count mentally and connect numbers with objects. And whatever method be adopted in teaching to read, it is an exercise in form. Since, however, a child grasps the general before the particular, I believe that, in the hands of a competent mistress, the best plan would be to begin with words and go down to their elements, provided the reading-book in use consisted of interesting stories and not of silly disconnected sentences.

Reading.

Character of lessons.

The lessons should be short and varied, and interest should never be allowed to flag. Orderly and rhythmic movements, pantomimic music, lively songs, and physical exercises should at first be a large and then a gradually decreasing element. But the object lesson, carefully prepared and skilfully gone through, is the main instrument of training. The sympathy of numbers plays an important part; every member of the class must be kept actively employed; his attention must be rivetted, and his interest thoroughly aroused. To secure this requires wide knowledge, great tact, and ready skill on the part of the mistress, as well as the indefinite personal element which draws the young learner into sympathy. In fact no branch of the art of education is so difficult as that of infant training. The most successful mistresses, moreover, draw largely upon the resources of the neighbourhood, and make the most copious use of illustrative objects. There ought to be a little museum, easily stocked from the locality, in every school. I have always found school managers willing to provide a good supply of suitable apparatus and illustrative objects, and several publishers have valuable collections of necessary material.

Value of object lesson.

Difficulty of infant teaching.

Effectual remedy consists in the issue of a special certificate.

But the only effectual remedy can come from your Lordships, in the shape of a special certificate of competency to take charge of an infant department. The general work of a schoolmistress differs widely from the work of the infant mistress, and amongst the large number of highly qualified ladies employed in our national schools, very few are competent to train infants really well. There cannot be much reform until mistresses are specially trained for this difficult branch of the profession,

i.e., till a special syllabus indicates their necessary qualifications, and till the training colleges work up to that syllabus. Meanwhile, however, those presently employed in schools might qualify themselves more fully for their work by the study of modern methods. The fourth class certificate was issued partly in favour of thinly peopled districts, and partly to prevent injustice to those engaged in teaching at the introduction of the Scotch Code. Several of the teachers of this class work in old ruts, and do not appear to know that educational methods are advancing. The intention of the certificate has, to some extent, been thwarted, and holders of it, especially females, are sometimes a drag upon large schools, instead of working usefully in small ones.

Standard work.

On the results in the standards my comments shall be short. In the first place, no experienced teacher expects a perfectly clean schedule; but in favourable circumstances the failures should be under 5 per cent.

Its defects.

Our statistics show that the pass in the higher standards is much less satisfactory than in the lower; that the 1st Standard is very imperfectly prepared in arithmetic, and especially in notation; that the 2nd and 3rd generally make a good appearance, except as regards spelling; that there is a remarkable breakdown in the 4th; that arithmetic is almost always the most defective subject; and that shortcoming in the upper classes is the result of imperfect knowledge of grammar and lack of intelligence. But what is noteworthy is not the extent of the failure to pass the test, but the wide range of efficiency amongst the schools. I know several schools, where, along with a few failures, the general character of the work is of a high order; in the course of their reading the pupils have succeeded in gathering much knowledge of many subjects, and they take the most intelligent and lively interest in their work. In these schools the teachers entertain a broad, lofty, and correct idea of their duty and responsibility. I also know a very small—fortunately a decreasing—number of schools in which the scholars are dull and lifeless, restless and incapable of attention; where they are exercised from one end of the year to the other within the narrowest limit of their standard, and where the teacher is in torments if he hears the examiner ask a question beyond what he conceives to be the proper bounds. Such a teacher is unworthy of his profession, and so also is the examiner who has an eye only to the minimum to which the child must come. It has invariably been my practice to examine orally beyond the minimum, and to encourage, so far as I could, all efforts put forth to extend the education beyond the minimum line that secures the Government grant. All my experience confirms the truth that the educational value of each school depends mainly on its teachers. I have repeatedly seen high results produced in most disheartening circumstances,—wretched buildings, indifferent managers, careless parents, and rude children. And the result of my experience has been that no schedule or any scheme of statistics can reveal to the public the real extent of good work done by many teachers in this district.

Great difference in the efficiency of schools.

But results cannot be scheduled.

Lack of intellectual life and general intelligence.

One cause of the shortcoming in the advanced classes may be traced to the very imperfect methods used in arousing intelligence in the stage immediately below. In so far as their grammar and intelligence are concerned, the instruction of the 2nd and 3rd Standards is generally defective, partly because these standards are left too much to pupil-teachers, and partly because several teachers have still an imperfect notion of what constitutes intelligence. The language of the class-book is often foreign to the home vocabulary of children in Renfrewshire, and in such cases the process of substituting one formidable synonym for another is worse than useless. The evident intention of the Code is to make the scholars understand both the substance and the terms of the reading-lesson, and to

Traced to defective teaching.

enable them to reproduce both in simple terms or in modes of expression familiar to them. There ought to be no difficulty here. Some of the class-books used are not suitable; they contain long lists of synonyms at the head of the lesson, which are committed to memory but not understood.

The separation of the geography and history grant recommended.

The geography grant, in my opinion, should be separate from that for history. A fair knowledge of either is better than an imperfect knowledge of both. In several schools these important subjects are well taught; but in several more they are considered easy, and neglected. Wretched little primers, which swarm over the country, stand in the way of progress, in ignoring altogether the principles according to which these subjects should be taught. The successful teacher must have his mind richly stored and be well acquainted with the leading historical authorities. Young children get initiated into the facts of history most readily through boldly drawn biographical pictures, through the never-failing interest attached to powerful personalities, and to events which powerfully appeal to the imagination. The geograghical lesson might gain much if teachers generally would make a more copious use of the illustrations supplied by their own locality. No section of geography is a dull and forbidding collection of names, without coherence or system. In itself it can be made a connected whole in which the physical features determine the climate, products, industries, and political divisions. By means of a blank map or a black-board, the teacher, who makes the physical features the basis of all the rest, who can draw rapidly, and fill in details with skill, makes the geography lesson an important exercise in stimulating the imagination and the higher faculties. I see no reason why, in Scotland as on the continent, pupils should not be encouraged to make their own home the centre of their geographical knowledge, to make models of the landscape familiar to them; to draw maps of what they know, and then, thus prepared, to extend their efforts to their county and country.

The effect of bad text-books.

Improvement in the teaching suggested.

The want of refinement in manners amongst many of the Renfrewshire children.

In this district, perhaps more than in any other part of Scotland, one is reminded that an important element of education is neglected amongst us. One tendency of civilisation in large towns seems to be to add to the deposit of lawlessness, and the contact of the more mercurial section of the Celtic race with the sterner facts of city life seems to result in rapid deterioration. The debasing attractions of the public-house overshadow those at home, and there is much grossness surrounding life. Children on entering school are familiar with many forms of obscenity, and with coarse and foul language, to which they listen from infancy in the melancholy circle of their home, with its hardships and mean shifts. Such children are most difficult to deal with, and their moral is of greater importance than their intellectual training. They are generally beyond the pale of any church, and the highest type of refinement they meet is at school. But though these need special care, the more privileged are not to be overlooked. A system which does not make a large provision for the training of the moral nature—the conscience, affections, and emotions—produces deflective, one-sided, and dangerous characters, blunt in the moral sense or without it, intellectually keen but unscrupulous in action and coarse in conduct. The Code already recognsies moral training; what is needed is its adequate encouragement. If the discipline grant would be more largely graded and increased, the result would stimulate teachers to livelier efforts; and the increase might be provided, without much disturbance, by the advantageous abolition of the attendance grant.

Necessity of moral training.

An increased grant recommended.

But, as things are, teachers might do more to refine the manners of neglected children, and decency at least should be insisted on. Not unfrequently we have had to comment on the offensive state of playgrounds and offices.

Good discipline the reflex of the teacher's character.

That much can be done for even the most neglected is evidenced by the hopeful fact that good discipline is a reflex of the teacher's personal character. I have now seen a great number of schools in every variety of posture, off their guard and on it; cowed and elated; depressed and strung up to the highest tension of excitement; and the inference which a somewhat wide range of experience justifies is, that no amount of mechanical drill, class movements, police force, or repressive effort can supply the want of that indefinite but appreciable element which centres in a genuine, earnest, truthful, and firm character. Discipline is not merely a means to secure good order, and to render the work of instruction possible and easy; it is also an end displayed in the capacity to submit to rule, in self-mastery and habit. I get fresh proofs almost daily that a teacher may be skilful at organising, have a wide knowledge of good methods, know how to economise time, and to produce the maximum results with least effort, possess good scholarship, and yet utterly fail in building up character, unless he have also quick insight and a wide power of sympathy, which enables him readily to enter into the being of his pupils and attach it to his own. The example and character of the teacher form the standard of the scholars: what he is, they become.

Staff of the district.

School boards recognise this; and there is a general desire amongst their more influential members to raise the character of the school staff. Last year we found 228 masters, 88 mistresses, 78 male and 90 female assistants, 108 sewing mistresses, and 271 pupil-teachers, or altogether a staff of 863, employed in the district. This is exclusive of a large number of paid and unpaid monitors. The tendency is to substitute assistants for pupil-teachers; and I am glad to report that nearly all the boards employ a fraction more than the minimum Code staff. One-fourth more is not too much in any school where special subjects are taught, or which deals with the undisciplined children gathered together by the compulsory officer.

Decrease of pupil-teachers and corresponding increase of assistants.

Unsatisfactory training of pupil-teachers.

The pupil-teachers of the district are still unsatisfactory; and my previous remarks on their training might be repeated here.

Industrial work.

There has been general improvement in the industrial work of the girls; but nowhere has there been such marked progress as in the four new schools of Paisley, where the work was excellent. Paisley is fortunate in having a lady on its board, whose influence over the education of the town has been greater and nobler than I can describe. It would be well if other communities would imitate Paisley.

Great increase in special or higher subjects.

The most noteworthy fact that I have to report is the increase in special or higher subjects. The following table exhibits almost surprising results:—

Table.

Subject.	English Literature.	Physical Geography.	Animal Physiology.	Latin.	Mathematics.	French.	Botany.	Chemistry.	Heat, &c.	Greek.	Domestic Economy.	Magnetism and Electricity.	German.	Mechanics.
1875.														
No. presented - -	653	473	292	204	139	51	49	42	23	13	2	1	0	0
No. passed - -	539	386	245	186	124	47	35	42	22	12	2	0	0	0
No. of schools taking	41	25	11	41	25	12	2	2	1	3	1	1	0	0
1878.														
No. presented - -	1,333	1,111	594	513	221	134	54	30	0	20	1,418	161	7	1
No. passed - -	952	766	416	377	188	101	45	17	0	17	1,054	107	7	1
No. of schools taking	80	53	22	72	55	22	3	7	0	9	111	6	4	1

The number of presentations has increased from 1,942 in 1875 to 5,597 in 1878, and the number of passes from 1,640 to 4,051. Languages and mathematics have increased, both as regards the number of schools in which they are taught and the number of pupils prepared for examination. It may be noted that the above table does not represent the actual number learning these subjects, and that generally there has been a steady advance in proficiency as well as in presentation. Remarks on table.

These results are much higher than I had anticipated, and furnish a tolerably emphatic answer to those who maintain that the tendency of the Code has been to abolish all higher training, and to shut out the people of Scotland from the possibility of entering any of the professions. The number of failures, nearly one-third of the whole, is very large; but that may mean either the incapacity of many children to grapple with these special subjects, or a tolerably high standard rigidly applied. In the years immediately following the appearance of the Scotch Code, there was a wide latitude of opinion amongst teachers and others concerning the extent of attainments implied by the definitions of the schedule. One of the highest educational authorities in Scotland once told me that pupils of average ability could be prepared in three weeks to pass the prescribed tests in English literature, physical geography, and animal physiology, and that they would certainly forget all their knowledge of these subjects in three days. I did not take that view of the definitions. At first these subjects were generally considered very easy, and in consequence they were frequently professed for the sake of securing a grant, and to the neglect of languages and mathematics. I did not, however, believe that the framers of the Code ever meant to offer equal encouragement to subjects of unequal difficulty; and I know that the educational value of any subject depends not only upon its material contents, or the knowledge which it conveys, but also upon the methods through which it is taught, or the mental exercise gone through in securing that knowledge. And, therefore, in reading this schedule in the light of its footnotes, I considered that it was my duty as an Inspector to see that if it required a certain effort to secure a pass in such a subject as Latin, a pass in physical geography could not be obtained on easier terms. One result of this is the gradual removal in popular opinion of such subjects as physical geography and English literature from the category of easy or trifling subjects, to which they have no kindred, and to cause greater care to be devoted to their teaching. Different views of special subjects. My practice in examining. Value of science subjects.

When we look at the antecedent conditions, we cannot fairly expect as yet the results desirable and possible in several of these subjects. Except the science and other primers of Macmillan, all the smaller text-books in use in the district are more or less unsuitable. Very few teachers have had hitherto a technical or scientific training, or have acquired the wide mastery over science subjects that would enable them to treat their elementary portion with adequate skill and success. Physical geography, *e.g.*, cannot be well taught by anyone who does not possess a considerable knowledge of kindred or conditioning sciences. English literature, again, acquires a high educational value only in the hands of him whose own mind is richly stored with the beauties of English poetry, who has formed a critical estimate of the principal writings of the leading English authors, and who has considerable acquaintance with the history and structure of the English language. The piece selected should contain some striking elements of strength and beauty; it should not be from the class-book: but on several occasions we found the 200 lines made up of the easiest scraps, with the shortest lines, culled from a much-used text-book, and probably familiar to the Imperfect machinery to teach science as yet. Common defects in English literature.

Teachers a non-reading class.

pupils from the period of their leaving the 2nd Standard. As a class, teachers are not well read; many of them leave the training college without having formed intellectual tastes or acquired intellectual habits; in entering the work of life these do not feel the need of further culture, and consequently they do not follow out any definite line of reading. They cannot be said to take the same interest in the literature of their profession that physicians or clergymen take in that of theirs.

The discipline of elementary science.

Whether or not the 4th Standard is too early a stage to introduce boys to the facts and principles of elementary science, I am not yet prepared to say, inasmuch as this is a question to be decided by experience; and science has not yet got full justice in our schools. But I have seen enough to show that, if carefully taught by proper methods, science forms an excellent mental discipline, whilst it gives knowledge useful in the path of life and elevating to the character. It creates reverence for reality and facts, and produces habits of carefulness and accuracy. I see no reason to place reliance upon those prophecies that find the ally of grossness and materialism in the Code. What I trust is that the teaching of elementary science will become general, and that thus every child on leaving school will carry with him some useful knowledge regarding the proximate facts that so largely affect his well-being.

University subjects.

But in the present condition of secondary education in Scotland, Latin, Greek, and mathematics, as the avenue to the universities and the professions, carry a special value apart from their intrinsic educational worth. Whether or not the Educational Bills of last session prove a success, the primary schools in a great part of this district, in the future as the past, must prepare for the universities; hence, so long as the curriculum of the universities remains unchanged, the ancient classics and mathematics, as taught in primary schools, may fairly claim special encouragement from the State. It is almost certain that instruction in these subjects will be confined to few central schools as soon as the national system settles down into its normal working order; and that if more limited, the instruction will become more thorough. On that ground alone would I venture to recommend a higher grant for these university subjects.

Will probably decrease in elementary schools.

A higher grant recommended for these.

The Gaelic revival.

Before closing this report I may be permitted to refer to a question which has been persistently pressed upon the attention of my district, and which, I believe, has been brought before your Lordships. What is called the Gaelic revival is passing over the northern part of the island, and in consequence a new era of higher civilisation is about to begin. In proof of this the country is referred to the founding of a Celtic chair in one of our universities, and to the introduction of a permissive clause into the Code.

Evidence of its existence.

Its meaning.

The movement is partly political, and this is not the place to discuss a political question. It is a remnant of the old negative attitude, in the form of a strong assertion of localism against the encroachments of imperialism, and expresses itself thus: resist attempts at centralisation by conserving your virtues and your rights. Again, it is urged, Gaelic ought to be taught in the public schools to prepare students for the Gaelic chair. But public schools have a much wider and nobler function than to be feeders of special university chairs.

The educational aspect of it as affecting Argyll.

Regarding the educational aspect of the movement, however, I may venture to express an opinion, particularly as I happen to be one of the very few persons in Scotland who, to some acquaintance with several languages and their literatures, have also added some acquaintance with such literature as there is in Gaelic. For it is noteworthy, though not surprising, that several of those who have been most emphatic in

recommending Gaelic literature as an instrument of the highest culture, have only such knowledge of its contents as may be gathered from the outskirts of hearsay, whilst others who loudly assert its superiority over Latin and Greek are unable to translate a single line of Virgil or Homer. Amidst enthusiasm and patriotic sentiment, the essential facts lose their due prominence; and all that I now aim at is calmly to place the policy pressed upon school boards by irresponsible outsiders and confused opinion in front of the facts which my experience has supplied.

The value of the vernacular.

In the first place, if the majority of the population of Argyll and the Highlands were Gaelic speaking, or if there were evidence to show that the people really wanted Gaelic education, I would be the first to recommend its adoption. For there can be no doubt that the vernacular tongue, even though its structure and literary contents were inferior, should always be the main instrument in the education of a people. In expressing what is nearest and dearest, it is always the most direct avenue to the deepest feelings and to those elemental thoughts and conceptions that can never become stale.

Gaelic recommended to be placed amongst the special subjects.

Even in the present transitional state of the Highlands, I would respectfully recommend your Lordships to place Gaelic in the schedule of special subjects, and thus put it, as regards the country and the universities, precisely on the same level as Latin or Greek.

Advocacy of Gaelic.

The advocates of Gaelic education support their case (1) by putting forward the large number that speak the language only, and (2) by arguments drawn from its high antiquity, flexibility of structure, remarkable adaptability to poetic and didactic purposes, and its copiousness of content.

The number of Gaelic speaking people, only grossly exaggerated.

I have repeatedly read the statement that there are in the Highlands upwards of 300,000 people who speak Gaelic only. The statement is very wild. According to the census of 1871 the whole population of the Gaelic-speaking counties of Sutherland, Ross, Cromarty, Inverness, and Argyll amounted to only 267,754; and if we add the small mountainous parts of Caithness, Nairn, Elgin, Aberdeen, Perth, and Bute, where Gaelic still lingers, we can hardly make up 300,000. We find Gaelic as the only language in the remoter glens and islands only; the majority of the population is massed in towns, villages, and hamlets along the seaboard. From the 300,000 and upwards, then, there must be subtracted (1) the non-existent, *i.e.*, its excess above the actual population, (2) the large number both in the towns and rural districts who speak English only, and (3) the still larger number who are bilingual. Almost all parts of the Highlands are now in constant communication with the Lowlands; almost all the land is in the possession of Saxons, who can speak to those around only in English; almost all the large farmers are from the Lowlands; and almost all the professional and commercial classes are either bilingual or English speaking only. Again, except in a few of the poorest crofter hamlets, almost every person under 30 speaks English with more or less fluency. After subtracting the above classes from the alleged total, we find that we must divide it by 10 to get at an approximation to the truth. And of the 30,000 the great majority are old people, for whom the authorities do not require to provide education.

Gaelic rapidly vanishing.

The Gaelic people generally desire an English education.

Two facts should be kept in view, (1) Gaelic is vanishing rapidly, and that because the most intelligent section of the population now see that it would be a hindrance to their success in life; and (2) the people of the Highlands, and of Argyll especially, desire a useful English education for their children. All the young people of spirit in Argyll look forward to the large towns of the south as the field to earn a liveli-

hood in; the girls go into service and the boys into trade. They find that English is a necessity if they are to succeed in life. But to learn English is one way of forgetting Gaelic. It is impossible that the masses can be bilingual for any lengthened period; and if the first generation finds English a necessity, the second concludes that Gaelic is a nuisance. Against the conditions at work in the Highlands, it seems to me to be vain to contend; and even if it were desirable to conserve the vanishing language and the worn-out institutions, it is now impossible.

No periodical Gaelic literature.

In judging the educational value of Gaelic, we have to look to the character of its existing literature. And here a few facts of a staggering nature meet us on the surface. Until comparatively a recent period there was no Gaelic version of the Scriptures, the clergy being in the habit, either of extemporising a translation or of using the best procurable substitute for the vernacular, viz., Beddel's Irish Bible. At present there is not a single Gaelic newspaper. The most strenous efforts have been put forth within the last half a dozen years to found a Gaelic press; but all in vain. The only thing in the shape of Highland literature now published is a meagre English monthly, in which occasional Gaelic scraps appear, and a weekly English newspaper, which claims to be the apostle of the Gael, and which certainly has no parallel in the history of periodical literature. There is not even a series of class-books in Gaelic; and though an enterprising firm has promised one, it has not yet appeared. If a modern language regarding which such statements can be made be one of the highest instruments of mental culture, it is certainly also one of the most inexplicable of literary phenomena.

No school books.

Character of the surviving Gaelic literature.

But, even though the present be blank, we are told that the literary heritage of the past is extensive and of great merit. On this subject I claim to speak, not only with conviction, but also with knowledge. There is no great poem, no great history, no work on philosophy or science in Gaelic. There are a few modern translations of popular religious and a few other books of no great literary value. There are a few articles from the able pen of the elder Dr. Norman McLeod, and there is a moderate quantity of mediocre lyrical and didactic poetry of a somewhat fragmentary character. Ossian's poems, again, if ancient, would be a noble literary heritage; but, unfortunately, these poems are a modern fabrication, suggested perhaps by crude poetic fragments as old as the 16th century, but largely drawing for its matter upon the contemporary literature of the 18th. If this valuable old literature exists, where is it? It is not enough vaguely to assert its existence and to extol its spirituality; it is not enough to plead its disappearance, when every existing fragment is essentially barbarous and the product of barbarous conditions; it is not enough even to take sprightly translations of poemlets as specimens of the original. The existing Gaelic literature is meagre in quantity, and in quality finds its parallel every Saturday in the year, in the columns of the provincial press. He who endeavours to confine a section of the population within its bounds is not a true friend but the worst enemy of the Highlanders. English has one of the most expansive and noblest literatures in the world, and the aim of our patriots as well as of educationists should be to place it within the reach of all who desire to share in its riches.

Its meagre extent and range.

The language valuable to philologists.

Gaelic, as illustrating a definite class of facts, has high value for general scholars and philologists; but not much for the multitude.

Gaelic a modern and composite language.

Inasmuch as the measure of the scholastic worth of a language is the extent and quality of its literary contents, little need be said regarding claims founded on its alleged antiquity. The existence of any Gaelic

document dating beyond the 16th century has never been proved; and the oldest MSS. extant are such a phonetic jumble as can be explained only on the supposition that the writer was not much in the habit of using his pen. There is evidence, on the other hand, that the old Celtic dialects underwent great changes, and that the old Highland language, spoken long after the time of Cæsar, had vanished before the invading Gaelic, which is a comparatively modern and composite language, with a considerable Latin, French, Saxon, and Scandinavian element.

Difficulties in the way of teaching it in schools.

Its character and the circumstances of the country render its adoption into the time-table as a part of school work very difficult. Thousands of Highlanders learn English; but very rarely does a Lowlander trouble himself with Gaelic. There are several dialects and but few competent to teach any of them; and the language has no definite standard of spelling, it being the custom for each writer to form a standard for himself by adding a few gutturals to the orthography of his predecessors, and to do battle with all who differ from him. The earlier written specimens are phonetic to a marvellous extent, the same author writing the same words in many ways.

Gaelic not so high an instrument of culture as English.

On these and many other grounds I am forced to differ from those who advocate the adoption of Gaelic into Highland schools as one of the most effective instruments of intellectual culture, and as the portal to a higher spiritual life.

Profitable field for Highland localism.

No cause gains by exaggeration, by assertion which overlooks essential facts, or by arguments drawn hastily from false or unsifted premises. In the present condition of the Highlands, patriotism and localism would find a much more useful outlet in gathering and conserving, ere it be too late, the antiquities, traditions, and disjointed fragments of the literature of the country, than in the effort to ignore the force of irresistible social laws through means which may retard the civilisation of the people.

But though almost infinitely inferior to English, Gaelic may very usefully be employed by teachers in remote corners to explain their lessons to the children, just as Broad Scotch is employed in several parts of the country.

I take this opportunity of expressing my sense of the valuable services of my colleague, Mr. Boyd, and my assistants, Mr. Binnie and Mr. Johnston.

I have the honour to be, &c.

DONALD ROSS.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1878, *by Her Majesty's Inspector*, ANDREW E. SCOUGAL, ESQ., M.A., *on the* SCHOOLS *inspected by him in the* COUNTIES *of* BERWICK, ROXBURGH, SELKIRK, *and* PEEBLES.

MY LORDS, Melrose, December 1878.

IN accordance with the intention indicated in the first general report on my present district, which I had the honour to submit to your Lordships two years ago, I shall in this report, for the sake of comparison and estimate of progress, follow the same arrangement of topics as I then adopted.

I. DISTRICT.

I.—EXTENT, POPULATION, &c. of the District.

Increase of population.

There has been no change during the past two years in the limits of the district assigned to me. But the population within these limits has in that time increased considerably, especially in the manufacturing towns of Hawick, Galashiels, and Selkirk. From the last Blue Book I find that the estimated population of the district at the end of the year 1877 was 119,811, giving an increase of 3,016 since the census of 1871.

In the remainder of this report I shall, under each head, give the facts and statistics separately in succession for each of the four counties of the district—Berwick, Roxburgh, Selkirk, and Peebles.

II. SCHOOL SUPPLY.

II.—SCHOOL SUPPLY.

Now practically completed.

The school supply of this district is now practically completed. In the one or two cases where building work yet remains to be done the work is already in progress, and may be expected to be finished during the current year.

Work of supply in Berwickshire.

The county of Berwick is abundantly provided with very good schools. The work of supply for this county will be completed when the excellent new premises now being built in Dunse are finished. The new school is intended to meet the whole wants of the town, the three separate schools at present carried on by the board in unsatisfactory premises being then discontinued. Eyemouth has already effected this most sensible improvement, and now possesses one of the largest and best equipped schools in my district. The same plan has also been admirably carried out at Earlston and Swinton. At Lauder two existing schools were economically and effectively utilised as wings for a new combined school. The school boards of Coldstream and Langton deserve special praise for the thoroughly substantial and satisfactory character of the new schools provided by them.

In Roxburghshire.

The county of Roxburgh is now also well supplied with very good schools. By far the most extensive work of supply, not only in this county but in the whole district, fell to be done by the school board of Hawick Burgh, and they deserve the utmost credit for the vigour and efficiency with which they grappled with their heavy task, and for their continued readiness to do their utmost to meet the ever increasing wants of their growing town. One specially praiseworthy feature of the work of this board was their great promptitude in providing, at first in even temporary wooden premises, accommodation for the separate instruction of infants. They are this year to enlarge two of their infant schools. At Kelso special local hindrances have till recently delayed the work of school supply, but one large and good new building is already nearly finished, and new premises for the infant school are yet to be provided. In Jedburgh, of four inspected schools in the town only one is under the management of the burgh board, the old grammar school of the

burgh. Its premises are inferior, by no means abreast of modern requirements or commensurate with the long established standing of the school and the importance of the town as an educational centre. Of the rural school boards of this county those of Melrose, Castleton, Cavers and Kirkton, and Jedburgh Landward Parish deserve special mention both for the extent of the work they have had to do and for the liberal and efficient manner in which they have done it.

A large proportion of the population of Selkirkshire is absorbed by the manufacturing towns of Galashiels and Selkirk. The former is the only town in my district, besides Hawick, which has a population of upwards of 10,000. Unfortunately there is a want of unity about its educational administration, arising from the fact that, under the provisions of the Act of 1872, its public schools are under the separate management of three different school boards. There are in it, besides, three denominational schools receiving government grant. The new school built here by the burgh board is one of the largest, handsomest, best situated, and best appointed schools in the whole district. This board has also established, in a subscription school transferred to it, a large separate infant school. Infant departments are provided also in the Glendinning Terrace Public School (under the Melrose School Board), the Episcopalian School, and the Roman Catholic School. In the burgh of Selkirk the deficiency of accommodation has been met by the enlargement of previously existing schools. The arrangements for the separate teaching of infants are not so satisfactory here as in the other towns of the district. By the board of Selkirk Landward Parish an excellent new school has been built at Philiphaugh, and, in combination with the Yarrow School Board, they have substituted good new premises for old ones at Yarrowford. The board of Galashiels Landward Parish have also replaced very inferior old premises at Lindean by excellent new ones. The other parishes of this county are large in area and very thinly peopled. In the most outlying parts of these the provisions of Article 19 D (*a*) or (*b*) of the Code might be taken advantage of with good effect. In Selkirkshire.

In Peeblesshire, the wants of the town of Peebles have been met by the enlargement of two of the existing schools; very good new premises have been substituted for old ones at Broughton and Newlands; additions have been made at Innerleithen, Walkerburn, and Traquair; and a small new school has been built five miles up the valley of the Leithen. Alterations and improvements are in progress at Eddlestone. These are much to be desired also with regard to the older portions of the premises of the Innerleithen Public School, which are behind date and ill-adapted for a school of such size in a growing locality. In this county, as well as in Selkirkshire, some of the most outlying parts may still need to be dealt with in the way provided for by Art. 19 D (*a*) (*b*). In Peeblesshire.

Unsatisfactory adventure schools are not yet altogether extinct. It is a great pity that all non-public elementary schools recognised by school boards under section 30 of the Act of 1872, as "giving efficient education" are not *obliged* to submit themselves to regular government inspection. This would do good to the schools themselves, would provide some real guarantee that they are efficient, and would tend to secure the much needed assimilation of their standards of classification to those laid down for our public schools by the Code. Adventure schools.

There are now 165 schools in this district on the list for annual inspection; 52 in the county of Berwick, 73 in the county of Roxburgh, 16 in the county of Selkirk, and 24 in the county of Peebles. Owing to amalgamations and to the substitution in not a few places of one good new school for two or three poor ones, the increase during Inspected schools of district.

the past two years in the amount of accommodation provided by the inspected schools is proportionately much greater than the increase in their number. The number of children present at the inspections this year has been 1,595 more than the number present in 1876.

Of the above 165 inspected schools, 142 are *public* schools in terms of the Education Act. Of the remaining 23 there are 10 *private*, 5 *subscription*, and 8 *denominational*, viz., 1 Established Church Sessional, 3 Episcopalian, 4 Roman Catholic.

"Public" schools not yet under inspection.

Three public schools in the district have not yet been placed under annual inspection, those of the parishes of Makerston in Roxburghshire, and Tweedsmuir and Megget in Peeblesshire.

"Higher class public" school

There is, as yet, only one "higher class" public school in this district, the Bonnington Park School at Peebles.

III. School Attendance.

III.—School Attendance.

Taking as the basis of calculation for 1878 the statistics given in the table appended to your Lordships' last report, it is found that the number of children between 5 and 13 years of age in this district for whom accommodation requires to be provided in common elementary schools is 19,968. If the liberal deduction of 15 per cent. be granted as representing the amount of unavoidable absenteeism from all necessary and reasonable causes, there are still left 16,973 of these children who ought to be in daily attendance at such schools; and making due allowance for children on the registers who are under 5 or over 14, the number of those who ought to be in daily attendance is raised to 18,251. Now, in this district accommodation is provided in the inspected schools for 22,265 children, and the number on the registers of such schools for the year 1877 was 18,634. This is so far satisfactory. But the following table (No. 1) shows to what an extent *irregularity* of attendance causes virtual waste of much of the accommodation provided, and how many children it hinders from qualifying themselves for examination, and, therefore, from affording to your Lordships any satisfactory evidence as to their educational progress.

Accommodation sufficient;

but attendance unsatisfactory.

For the sake of comparison I append to this table, as also to the others that follow, the corresponding statistics of the district for the year of my last general report (1875–76).

Table No. 1.—Statistics of Attendance, &c.

Name of County.	Present at Inspection.	In Average Attendance.			Qualified for Examination.			Presented for Examination.		
		Under 7.	Over 7.	Total.	Under 7.	Over 7.	Total.	Under 7.	Over 7.	Total.
Berwick -	5,047	903	3,563	4,466	738	3,881	4,619	672	3,476	4,148
Roxburgh -	7,821	1,435	5,332	6,767	942	5,808	6,750	880	5,278	6,158
Selkirk - -	2,316	402	1,647	2,049	235	1,782	2,017	213	1,518	1,731
Peebles - -	1,702	277	1,235	1,512	186	1,334	1,520	176	1,205	1,381
Totals 1877–78	16,886	3,017	11,777	14,794	2,101	12,805	14,906	1,941	11,477	13,418
Totals 1875–76	*15,271*	*3,120*	*10,123*	*13,243*	*2,091*	*10,346*	*12,437*	*1,837*	*8,899*	*10,736*

It is instructive to note, in the first place, from the above table, that on the days of inspection the absenteeism amounted only to somewhat less than 10 per cent. of the number on the registers. This shows what can be done when all parties try their utmost to have as good an attendance as possible. But, on the other hand, we find that the total average attendance of the inspected schools for the past year accounts for only 14,794 of the 18,251 children who should, as before shown, have been in daily attendance at the common elementary schools, leaving 3,457 of whom the work of inspection gives no record whatever. That this large deficiency can be accounted for by the comparatively few and mostly small uninspected elementary schools in the district, it is impossible to believe.

Absenteeism on days of inspection comparatively small.

Indeed, confining our attention to these inspected schools, we find that, whereas an enrolled attendance of 18,634 should have given (at 15 per cent. deduction) an average attendance of 15,839, the average attendance at these schools was in reality only 14,794. This gives an actual deduction for absenteeism of 20·6 per cent., and leaves unaccounted for 1,045 of the children entered on the registers. In other words, on the average, at *every meeting of every one of the* 162 *schools* to which this report refers there were *absent without any proper excuse*, that is, were either playing truant or were kept away in defiance of law, 6 (or 7) children about whom the managers had every information that was necessary for searching inquiry. Surely this is a far from satisfactory state of matters under a system of legalised compulsion of attendance.

But average absenteeism unduly great.

In fact it is still unfortunately necessary to repeat here what I said two years ago, that too many of our school boards show that they do not realise the amount of good they might effect by taking a thorough supervision of the school attendance. And the worst feature of matters is that some of them do not care to realise this. It is difficult to think without indignation of men who take upon themselves the duties of school board membership without any conception of the value of education, without the slightest appreciation of the worth of a good teacher or sympathy with him in his arduous work, without an atom of real interest in the children under their care; whose only aims are to "keep down the rates" and to interfere as little as possible with the supply to themselves of cheap labour.

Neglect by some school boards of their duty in regard to school attendance.

In most localities there was a great improvement in the school attendance immediately after the passing of the Act of 1872, but in not a few of these, owing to the supineness of the boards, the compulsory powers have fallen into contempt, and the attendance, by reaction, has become even worse than it was of old.

Attendance in some places worse than it was before 1873.

I have no wish, however, to be misunderstood as charging all the school boards of the district with such negligence as this. On the contrary, in the larger towns the compulsory clauses have, as a rule, been wrought with much care, discretion, and effect, and of several of the country parishes the same report may be given. Perceptible improvement in this respect has in a few instances recently taken place.

Places where the compulsory clauses have been well wrought.

It seems to me difficult to exaggerate at the present stage of our educational efforts the importance of securing better attendance. It can hardly at present be too often repeated that the one great obstacle to efficient work in our schools is the *irregularity of the attendance*, and that just now the one pressing duty of school boards is to see that this irregularity is reduced to a minimum. This duty they can rightly fulfil only by strict and systematic supervision. As I said two years ago, if

Irregularity of attendance now the one great obstacle to efficiency.

Duty of school boards in regard to this.

Education Act (Scotland), 1878.

the boards will but apply the powerful moral suasion of certain detection and prompt exposure of every case of parental neglect, they will have little need, in rural Scotland at least, to go to the disagreeable length of prosecution. And now, the Education Act of 1878, with the increased responsibilities and powers it places in their hands, not only gives greater emphasis to all such moral suasion but provides much readier and more effective means for sterner measures where these are needed. Several of the town school boards of my district have already by circular and advertisement specially warned parents and employers of the more definite and stringent provisions of the new Act and of their intention to put these into force. I wish the country boards would follow this good example.

Importance of the proper employment of good "visiting officers."

The means the boards have at their disposal for carrying out thorough supervision over the attendance is the employment of an intelligent, fairly educated, energetic, and yet judicious visiting officer. But this officer must have such a salary as will allow him to devote a large portion of his time to this special work, and, in particular, will leave him free to make his visits *whenever* and *as soon as* they are needed. Such visits should not be made merely at regular intervals, for then they can be easily "dodged"; they should follow immediately and without fail every instance of unaccounted for absenteeism. In some parishes the officer's visits are made only once in the year, shortly after the Whitsunday term. This is, of course, an important time for taking a sort of educational census, owing to the influx of new residenters which then occurs; but surely this single visitation by the officer does not exhaust the duties of any board in regard to compulsory attendance. If any single board cannot find enough work for a thoroughly qualified officer, or pay him a sufficient salary, neighbouring boards might profitably combine to employ a suitable man.

Good that can be done by influential residenters.

In many small parishes much good result of the healthiest kind in regard to school attendance has been effected by the private personal influence of local members of school boards and others interested in education. This points to the desirability of our school boards being formed, to a large extent at least, of residenters. There is, as a rule, little real interest in the school management, and much laxity as to compulsion of attendance, in the work of "absentee" boards. I do most earnestly trust that at our forthcoming school board elections, gentlemen, and ladies too, of position and influence in their several localities, who are truly interested in educational work, will recognise that the present is the very time when they can best give the right tone to the school management of the future, and will not hesitate to accept office on school boards as a means of doing much lasting good.

The present the very time when these can do most good as members of school boards.

Special interest attached to the work of the school boards during the next three years.

It will be matter of much interest to your Lordships' Inspectors during the next three years to watch with what care and thoroughness and with what good results school boards put in force their now increased powers of securing completeness and regularity of attendance.

IV.—Teaching Staff.

IV. Teaching Staff.

The following table (No. 2) gives statistics as to the adult teachers employed in the schools of this district inspected for annual grant during the year ended 31st August 1878.

TABLE No. 2.—ADULT TEACHERS.

Adult teachers.

Name of County.	Number of School Establishments as per Schedule to Form XIX.	Number of Schools *separately examined.*	Number of Departments under separate Teachers.	Number of Teachers.						
				Certificated.		Under Arts. 60 and 79.		Non-certificated.		Sewing Mistresses.
				Male.	Female.	Male.	Female.	Male.	Female.	
Berwick -	50	53	67	48	14	5	3	1	3	34
Roxburgh -	72	77	00	67	30	4	3	—	2	42
Selkirk - -	16	17	28	17	12	2	2	—	1	5
Peebles - -	24	24	28	20	8	—	1	—	—	16
Totals 1877-78	162	171	223	152	64	11	9	1	6	97
Totals 1875-76	*159*	*167*	*214*	*146*	*61*	*3*	*3*	*5*	*3*	*88*

Of the 216 certificated teachers, 13 masters and 31 mistresses, most of them probationers, were acting as assistants in the larger schools. Of the remaining 33 mistresses, 17 were in charge of independent mixed schools, 6 of distinct infant schools, 10 of separate infant departments under Article 19 B 1 (*b*). Certificated.

Only one teacher (female) is employed in this district under Article 60. Indeed, few of the country boards seem yet to understand or appreciate the facilities afforded by this Article for securing at a comparatively moderate salary qualified teachers for small outlying schools. Under Art. 60.

Of the five uncertificated female teachers, all employed under Article 32 (*c*) 3, one has since passed the examination for a certificate of merit. Under Art. 32 (*c.*) 3.

It will be noticed that while there has been, during the past two years, an increase of only four in the number of separate schools, the total number of adult teachers has risen by 19 (from 223 to 242), with an increase of 11 in the number of assistants under Article 79 alone. This is, I am happy to say, chiefly due to the recognition by several of the best of the school boards of the necessity for greater liberality in the matter of staff than the minimum specified in the Code. I continue to be strongly of opinion that even if only the best possible elementary work is to be aimed at, and most certainly if advanced subjects are to be taught with any success, there is need for a more liberal staff than the Code minimum. Needed increase of staff above Code minimum is being provided by best boards.

I am glad to be able again to bear testimony to the general competence, fidelity, and efficiency of the teachers of this district, and to say that the hope I expressed five years ago as to the pleasure and satisfaction I should have in my work among them has in no way been disappointed. I have found them, as a body, earnest and practical, ready to meet me heartily in carrying out every plan for securing greater efficiency in our common work. Good general efficiency of the teachers.

upon themselves much trouble and labour in maturing and working such a scheme in a rural district like this. I sincerely trust that it will receive from the proprietors and school managers of the Border Counties the appreciation and pecuniary support it now alone needs for its prosperity and efficiency. The Association deserves every credit for its practical and healthy tone, and for the earnestness with which it has devoted itself to real educational work.

V.—Results of Inspection and Examination.

V. Results of Inspection and Examination.

During the year to which this report refers I inspected in all 165 schools. Of these, three were *simple inspection* cases. The statistics that follow refer only to the remaining 162 *annual grant* schools.

Day Schools.

Tables Nos. 4 to 7 give, for the *day schools*, full statistics of the results of examination in the whole range of subjects embraced in the Code. I do not purpose to enter here into any detailed remarks and criticisms on each separate branch of ordinary school work. In regard to the district as a whole I have no special or unique features either of excellence or of defect to report. Here, as in every part of Scotland from Shetland to Wigtown that I have inspected in during the past 10 years, I find that, to all practical intent, the schools vary simply as their teachers. The excellencies that I meet with—and these, I rejoice to say, are many—are simply those that will be found anywhere under excellent teachers. The defects are only such as must occur more or less everywhere, both from the inherent difficulties of the various branches taught and from the fact that neither the teachers nor the conditions amid which they teach are, or ever can be, absolute perfection. All that we can hope for is that these defects may as speedily as possible be reduced to the minimum. To attain this, school managers, on the one hand, must grudge nothing to secure the best teachers, and so to aid and encourage them that there shall be as little as possible to hamper and as much as possible to promote the effectiveness of their work; and, on the other hand, each teacher must conscientiously set himself to do his utmost to remedy proved weak points in the state of his own school.

No unique features, either of merit or of demerit, in the state of the instruction of this district.

Study of method recommended to the teachers.

As to what these defects in the ordinary school work most commonly are, and as to how they can best be remedied, any detailed remarks I could offer here would of necessity be little else than repetition of what has been already said over and over again in the general reports of Her Majesty's Inspectors, or is to be found in most good books on school management. The one practical suggestion that is the sum and substance of it all is: Let the teachers earnestly study method. Let them do this by careful reading of good books on school method, by friendly interchange in private intercourse of experiences and advice as to their several special difficulties by discussion at their association meetings on practical points of school management and teaching, and, above all, by each of them persistently, with judgment and patient observation, daily, hourly, putting theory into practice in every detail of his own school work.

To each of the following tables I shall simply append short explanations bearing upon the comparison of this year's results with those of two years ago; with a few brief suggestions upon the working of relative portions of the Code, or upon points to which it seems specially desirable to call the attention of managers and teachers.

Elementary Standard Work.

TABLE No. 4.—RESULTS in ELEMENTARY STANDARD WORK.

Standard.	No. of Scholars examined.	Per-centage of whole Number ex-amined.*	Per-centage of Passes in			Total per-centage of Passes.
			Reading.	Writing.	Arithmetic.	
A.—County of Berwick.						
I.	812	23·4	87·1	93·6	72·8	84·5
II.	819	23·6	97·7	86·0	92·2	92·1
III.	807	23·2	98·8	84·3	65·6	82·9
IV.	592	17·0	86·3	85·1	73·1	81·5
V.	349	10·0	83·7	85·7	74·5	81·3
VI.	97	2·8	86·6	97·0	81·4	88·3
Totals -	3,476	—	91·8	87·5	76·2	85·2
* Per-centage presented in Standards IV.-VI.=29·8.						
B.—County of Roxburgh.						
I.	1,379	26·1	84·2	91·6	69·1	81·6
II.	1,347	25·5	96·3	83·6	87·5	89·1
III.	1,164	22·1	97·9	77·7	58·8	78·2
IV.	860	16·3	84·1	82·4	65·3	77·3
V.	414	7·8	77·5	74·4	72·7	74·9
VI.	114	2·2	87·7	93·0	57·8	79·8
Totals -	5,278	—	89·8	83·7	71·0	81·5
* Per-centage presented in Standards IV.-VI.=26·3.						
C.—County of Selkirk.						
I.	437	23·8	89·9	84·2	65·7	79·9
II.	404	26·6	95·0	77·7	89·1	87·3
III.	374	24·6	98·7	64·7	51·1	71·6
IV.	227	15·0	79·7	74·9	52·4	69·0
V.	66	4·3	92·4	72·7	72·7	79·3
VI.	10	·7	90·0	90·0	70·0	83·3
Totals -	1,518	—	92·0	75·8	66·7	78·2
* Per-centage presented in Standards IV.-VI.=20·0.						
D.—County of Peebles.						
I.	252	20·9	92·5	90·5	65·9	82·9
II.	259	21·5	99.6	90·7	90·0	93·4
III.	263	21·8	99·6	77·2	62·0	79·6
IV.	238	19·8	81·9	74·4	50·8	69·0
V.	137	11·4	83·9	78·8	64·2	75·7
VI.	56	4·7	92·9	96·4	67·9	85·7
Totals -	1,205	—	92·5	83·4	67·1	81·0
* Per-centage presented in Standards IV.-VI.=35·9.						

Standard.	No. of Scholars examined.	Per-centage of whole Number ex-amined.*	Per-centage of Passes in			Total per-centage of Passes.
			Reading.	Writing.	Arithmetic.	
			E.—Whole District, 1877–78.			
I.	2,880	25·1	86·6	90·9	69·3	82·2
II.	2,829	24·6	96·8	84·1	89·3	90·1
III.	2,608	22·7	98·5	77·8	60·1	78·8
IV.	1,917	16·7	84·0	81·4	64·4	76·6
V.	966	8·4	81·7	79·0	72·2	77·6
VI.	277	2·4	88·4	94·9	69·0	84·1
Totals -	11,477	—	91·0	83·8	71·6	82·1

* Per-centage presented in Standards IV.-VI.=27·5.

			F.—Whole District, *1875–76.*			
I.	*2,577*	*29·0*	*94·5*	*95·6*	*76·8*	*89·0*
II.	*2,428*	*27·3*	*97·4*	*75·7*	*89·4*	*87·5*
III.	*1,852*	*20·8*	*98·2*	*76·5*	*62·5*	*79·0*
IV.	*1,195*	*13·4*	*76·5*	*74.6*	*54·8*	*68·6*
V.	*645*	*7·2*	*77·2*	*86·0*	*60·0*	*74·4*
VI.	*202*	*2·3*	*76·2*	*94·0*	*52·5*	*74·3*
Totals -	*8,899*	—	*92·0*	*82·6*	*72·5*	*82·4*

* *Per-centage presented in Standards IV.-VI.=22·9.*

At first sight the totals of sections *E.* and *F.* of the above table seem to show that this district has during the past two years done no more than barely hold its own in regard to evidence of efficiency in elementary work. But to read the above statistics aright, the following points must be borne in mind :— Points to be noted in drawing conclusions from above table.

1. In 1876 the *presentation* was only 87·9 of the *average attendance* (above 7) ; this year it has risen to 97·5 of it (*see* Table No. 1). The *per-centage of passes*, therefore, *calculated on the average attendance*, is now, as compared with 1876, in reading 88·9, as against 80·9 ; in writing 81·6, as against 72·7 ; in arithmetic 69·7, as against 63·8 ; or, in the three subjects together, 80·0 as against 72·5, showing a real increase of 7·5 per cent. in the evidence of efficiency afforded by the standard examinations. 1. Improvement as to presentation.

2. There has been during the past two years a large increase (no less than 29 per cent.) in the actual number of children presented for examination. This increase is in much greater proportion than the growth of the population within the same time, and consequently implies that the children have been better gathered into our inspected schools, and that therefore much "raw material" has had to be presented for 2. Increase in number of children examined, and consequent first presentation of "raw material."

the first time. Hence a falling off of 6·8 in the per-centage of passes in the 1st Standard, numerically the largest. But, notwithstanding this, the total per-centage of passes for all the standards holds its own.

3. Improvement of higher standards as regards both presentation and efficiency.

3. The three higher standards show not only an increase of 4·6 per cent. in the proportion presented in them, but also an increase of 6·6 per cent. in their general per-centage of passes. It will be noticed that the county of Peebles stands conspicuously high in regard to the proportion it presents in Standards IV.–VI.

4. (*a.*) Large proportion of the school population of this district in town schools inspected at an unfavourable season;

4. (*a.*) No less than two-fifths of the whole school population of this district is contained in the 31 large town and village schools inspected by me in the months of October, November, and December. These months are specially unfavourable to the production of good "results," because, with the inspection coming so soon after the long vacation and the beginning of a new session, it is then impossible to secure either the greatest attainable accuracy in the children's work or the presentation of the oldest and best scholars in the higher standards and in advanced subjects.

(*b.*) And these town schools, as yet, those which contain most raw material.

(*b.*) Moreover, these 31 schools, belonging as the majority of them do to the towns of Selkirk, Galashiels, and Hawick, are just those which have hitherto suffered most, as regards the possibility of securing high results, from the influx of raw material driven into them by the working of the Education Act. They are now, however, past the worst of this special disadvantage, and I have no doubt that from this time forward they will, with their larger staffs and superior organisation, rapidly overtake smaller country schools in thoroughness of elementary work, notwithstanding the somewhat unfavourable dates at which they are inspected.

Difficulty as to dates of inspection.

Under our present system of payment of grant it is unavoidable that some schools should be better off than others as regards the date of inspection. The widest allowances for unfavourable circumstances that an Inspector can make will not altogether re-adjust matters as to "results," while, as is of course necessary, the subjects of examination and the standards prescribed are the same for all the schools. In such a district as this the months of October, November, and December are months when it is, in any fairness, impracticable to inspect purely rural schools, and these months consequently have fallen to the lot of the large town schools. Again, any date after the May term is specially unfavourable to rural schools, particularly those in agricultural districts, owing to the migrations of the farm labourers which then take place to so great an extent. In consequence, every effort has been made to assign all purely rural schools, those which have no village or town nucleus of population, to dates of inspection between the beginning of January and the 25th of May. Under our present system of examination for grants I see nothing more that can be done to meet this difficulty, unless the district be so lessened that I can overtake all examinations for grant between the beginning of January and the end of July, leaving the months of October, November, and December for visits without notice, the preparation and revision of examination papers, and other official work.

Only possible remedy for this under our present system of grants.

Singing.

Singing "formed a part of the ordinary course of instruction" in all but 20 of the schools, and in all these (151) it earned the same rate of grant under Art. 19 A (2), although the performances at the inspections were of every grade in point of merit from what could hardly be endured to what it was a treat to listen to.

TABLE No. 5.—GRANTS for ORGANISATION and DISCIPLINE.

Organisation and Discipline.

County.	Number of Schools.	Number of Grants.			Per-centage of whole.		
		Paid at 1*s.* 6*d.*	Paid at 1*s.*	Refused.	Paid at 1*s.* 6*d.*	Paid at 1*s.*	Refused.
Berwick - -	53	21	32	0	39·6	60·4	—
Roxburgh - -	77	22	53	2	28·6	68·8	2·6
Selkirk - -	17	7	9	1	41·2	52·9	5·9
Peebles - -	24	10	14	0	41·7	58·3	—
Totals 1877–78 -	171	60	108	3	35·1	63·2	1·7
Totals 1875–76 -	*167*	*36*	*121*	*10*	*21·6*	*72·4*	*6·0*

The above table speaks for itself as to the gratifying improvement that has taken place in regard to these important points. I agree, however, with several of my colleagues in thinking that it would be well to have *three* grades of merit recognised in the allotment of this grant. In the ordinary interpretation of the official marks there is at least one grade of creditable *merit* below "*good*." It is indiscriminating that under the present system this must either be paid at a grade above its deserts, or else, if left unpaid, inevitably be classed in the popular mind as positively *bad*.

Suggested modification of Art. 19 A. (3).

I regret that the disagreeable necessity is forced upon me of here representing strongly to managers and teachers that what I have myself too often seen, especially at visits without notice, of the state of the offices and the writings and scribblings on their walls, is utterly inconsistent with the requirements of Art. 19 A (3) in regard to "good manners and language and cleanliness." The remarks of Mr. Barrie on this subject in his general report for last year are deserving of the careful attention of managers as well as teachers.

Offices.

TABLE No. 6.—GRANTS for INTELLIGENCE and GRAMMAR (19 C 1); and HISTORY and GEOGRAPHY (19 C 2).

County.	In Intelligence and Grammar (19 C 1).					In History and Geography (19 C 2).				
	Number of Schools.	Number.		Per-centage.		Number of Schools.	Number.		Per-centage.	
		Recommended.	Refused.	Recommended.	Refused.		Recommended.	Refused.	Recommended.	Refused.
Berwick - -	48	46	2	95·9	4·1	48	46	2	95·8	4·2
Roxburgh -	69	64	5	92·8	7·2	67			95·5	4·5
Selkirk - -	16	15	1	93·7	6·3	13	12		92·3	7·7
Peebles - -	24	23	1	95·8	4·2	22	21		95·5	4·5
Totals 1877–78	157	148	9	94·3	5·7	150	143	7	95·3	4·7
Totals 1875–76	*151*	*139*	*12*	*92·1*	*7·9*	*144*	*118*	*26*	*81·9*	*18·1*

Class Subjects most beneficial.

These class subjects are exercising a most beneficial effect upon the general life and intelligence of the schools. The requirements in regard to them have now come to be practically better defined and understood, and they have received more careful attention than formerly. In consequence they now show on the whole decidedly improved results.

Desirability of graduated payments for varying merit.

Experience of the remarkable excellence of the results achieved in some cases, and of the extreme narrowness with which the grants are gained in others, leads me most heartily to endorse the recommendation of Dr. Kerr that for these subjects there should be "graduated payments for varying merit" (*see* Blue Book for 1877–78, p. 177). If this cannot be, I shall feel compelled, with the evidence I now have as to what can be done in really good schools, to adopt in future a higher standard with regard to to what constitutes a "creditable" pass.

Intelligence and Grammar.

Suggested modification of Art. 19 c 1.

Of these subjects, Intelligence is certainly the most important. I wish it were a class subject for separate payment in the higher standards as well as in the lower. I have already advocated this mode of examination and payment in regard to the Grammar of Standards IV.–VI. (*see* Blue Book for 1876–77, p. 150), and further experience has only confirmed me in this opinion.

Geography and History.

Suggested change in requirements for Standard V.

Some such re-arrangement of the Geography of Standard V. as that suggested in my last report is still much to be desired. It is impossible to teach properly the History of Standard V. unless the children have some acquaintance with the Geography at present required only of Standard VI.; and it seems a pity that Standard V. should in Geography be asked to spend a whole year in doing little more than revise what they learned in Standard IV. The avoidance of cross classification in these standards is also a point of much importance both to the teacher and to the examiner. In many of my best schools Standards V. and VI. are taught together virtually as one class.

Desirability of separate payment for each class subject.

To secure greater ease and efficicency in both teaching and examination, I would also again urge that the grants should be paid *separately* for each of the four class subjects.

Suggested reduction of amount of *individual* examination demanded.

My strong appreciation of the beneficial effects of these class subjects and of the way in which they brighten the work of examination, leads me here respectfully to suggest for your Lordships' consideration the question of a somewhat wider change. I mean, whether it is not now both practicable and desirable to dispense altogether with individual examination in regard to children who are only at the stages of the 1st and 2nd Standards. It may, I think, be taken as an axiom that it is desirable to reduce mere individual examination to the minimum needed to secure that the results in the work professed are thoroughly tested. Under your Lordships' recent Minute bearing on the 5th section of the Education Act, 1878, the 3rd Standard is the first in which the *individual pass* of the child is of any special moment. Would anything of importance be lost, and would not much be gained, by making this the earliest standard at which *individual examination* should begin? A change in this direction would have the additional advantage of obviating objections which have on other grounds been urged to the forced presentation of unprepared children in the 1st Standard.

Sewing.

Sewing, I fear, is not likely ever to receive the attention that its importance demands until some arrangements are made to pay special grant for it, and to test the results in it by thoroughly competent examiners. As it stands in the Scotch Code at present, in addition to its making extra demands on the time of the girls, it costs extra money to the managers and brings none—only saves from fine. I find it invariably best taught where some of the managers or a ladies' committee take personal interest in it, where a proper separate classification for it is adopted,

and where suitable materials for really systematic instruction in it are provided for the children. This last important point involves no extra outlay, for the finished work is always readily saleable at cost price.

Registers.

I am glad to be able to report a marked general improvement during the past year in the care and accuracy with which the registers are kept. I regret, however, that I have been compelled to make special reports to your Lordships on two bad cases. In one of these the irregularities and inaccuracies, due, to say the least of it, to gross negligence, were so serious that your Lordships inflicted a deduction of two-tenths from the grant. In the other, the faults were of a kind so much graver, that not only were three-tenths deducted from the grant, but in addition the teacher's certificate was suspended for a year.

Personal oversight of schools by the managers.

It is much to be regretted that in regard to this point as well as to other matters closely affecting the welfare of the schools, too many of our school boards do not attach the same importance as your Lordships to "their personal influence over the schools for which they have "accepted responsibility, as a most valuable part of the educational "system of the country." I refer chiefly to certain of the rural boards. In regard to the boards of the towns, as a rule, this charge cannot be made; and several country boards stand conspicuously out as giving the brightest proof of the good that can be done by the kindly intercourse with teachers and children and the friendly interest and supervision of locally resident managers. The misfortune is that such cases should be as yet so conspicuous by their rarity. The private and denominational schools are much more fortunate in this respect than the public ones. I have already spoken of the great importance of our having locally resident members on our school boards. Where this cannot be, the boards should do their utmost to secure the services of suitable local managers under section 22 of the Education Act (1872).

Specific Subjects.

TABLE No. 7.—RESULTS in SPECIFIC SUBJECTS.

Subject.	Mathematics.	English Literature.	Latin.	Greek.	French.	German.	Chemistry.	Animal Physiology.	Magnetism.	Physical Geography.	Botany.	Domestic Economy.	Total.
A.—County of Berwick.													
Schools professing -	8	18	9	2	4	—	—	1	—	22	—	29	32
Scholars examined -	19	341	38	5	17	—	—	1	—	279	—	265	965
„ passed - -	14	253	29	4	11	—	—	1	—	162	—	187	661
Per-centage passed -	73·7	74·2	76·3	80·0	64·7	—	—	100·0	—	58·1	—	70·2	68·5
B.—County of Roxburgh.													
Schools professing -	13	15	14	1	10	2	—	5	1	11	1	30	36
Scholars examined -	45	192	69	1	62	4	—	80	29	81	13	231	807
„ passed - -	32	128	37	1	33	3	—	52	21	43	9	139	498
Per-centage passed -	71·1	66·7	53·6	100·0	53·2	75·0	—	65·0	72·4	53·1	69·2	60·2	61·7

Subject.	Mathematics.	English Literature.	Latin.	Greek.	French.	German.	Chemistry.	Animal Physiology.	Magnetism.	Physical Geography.	Botany.	Domestic Economy.	Total.
C.—County of Selkirk.													
Schools professing -	1	2	1	—	1	—	—	2	—	2	—	5	6
Scholars examined -	6	19	9	—	5	—	—	64	—	30	—	53	186
" passed - -	0	12	3	—	1	—	—	20	—	13	—	31	80
Per-centage passed -	·0	63·1	33·3	—	20·0	—	—	31·2	—	43·3	—	58·5	43·0
D.—County of Peebles.													
Schools professing -	4	11	8	—	2	—	1	1	—	6	—	12	17
Scholars examined -	21	138	51	—	5	—	5	12	—	42	—	97	371
" passed - -	12	93	34	—	3	—	3	12	—	29	—	64	250
Per-centage passed -	57·1	67·3	66·7	—	60·0	—	60·0	100·0	—	69·0	—	66·0	67·4
***E.—Whole District*, 1877–78.**													
Schools professing -	26	46	32	3	17	2	1	9	1	41	1	76	91
Scholars examined -	91	690	167	6	89	4	5	157	29	432	13	646	2,329
" passed - -	58	486	103	5	48	3	3	85	21	247	9	421	1,489
Per-centage passed -	63·7	70·4	61·7	83·3	53·9	75·0	60·0	54·1	72·4	57·2	69·2	65·2	63·9
***F.*—Whole District, *1875–76*.**													
Schools professing -	*13*	*41*	*25*	*1*	*19*	—	—	*5*	—	*30*	*2*	*1*	*66*
Scholars examined -	*84*	*531*	*154*	*1*	*57*	—	—	*69*	—	*367*	*18*	*1*	*1,232*
" *passed* -	*21*	*236*	*74*	*1*	*28*	—	—	*37*	—	*207*	*12*	*1*	*617*
Per-centage passed -	*61·7*	*44·4*	*48·1*	*100·0*	*49·1*	—	—	*53·6*	—	*56·4*	*66·7*	*100·0*	*50·1*

Increase in number of subjects attempted.

The above table shows—

(1.) That during the past year 12 out of the 14 subjects of higher instruction specified in the Fourth Schedule have been attempted in some school or other of this district, as against 9 attempted in 1875–76.

Increase in number of schools professing Specific Subjects.

(2.) That there has been an increase of 25 in the number of schools professing these subjects; of 1,097 in the number of scholars examined in them; and of 872 in the number of passes gained. Even excluding from the numbers of both years Domestic Economy, the conditions of which as regards presentation are exceptional, there has been an increase of 452 in the number examined and also of 452 in the number passed.

(3.) That the per-centage of passes shows the larger increase, over all the subjects, of 13·8; excluding domestic economy of 13·5. This is the most satisfactory feature of the whole. For the good effect of these subjects is to be estimated not by the number of children who are merely said to be receiving instruction in them, but by the number who are efficiently taught.

Improvement in efficiency of higher instruction.

In fact, no great general increase of presentation in these subjects seems to me desirable unless the elementary work throughout the wide range recognised by our present Code be first made thoroughly sound and intelligent. The restriction in Art. 21 C. might usefully have been made more stringent. Had it been fixed at 85 per cent. instead of 75 per cent. of the elementary passes attainable, I find that 72 (or 42·6 per cent.) of the schools in my district would have been entitled to payment for Specific Subjects. Experience has amply corrobated my own advice to the teachers that Standard IV. has quite enough work to do, if it be thoroughly done, without taking in hand any advanced subject. Indeed, I should be glad to see the three stages of Specific Subjects restricted respectively to Standards V., VI., and ex-VI., with a special bonus grant for all passes of ex-VI. pupils in the third stage.

Elementary work must first be thoroughly sound and intelligent.

Standard IV. has enough to do without Specific Subjects.

English Literature and Physical Geography are the most popular of these subjects. They also seem to me decidedly the most useful for the children of our elementary schools, both because they are to these children the most educative in themselves, and because they most directly promote intelligence in the ordinary work. They can be taught, without much special organisation, to most of the older scholars. That they are in any other respect more *easy* to teach than the other Specific Subjects, I do not think. More skill and labour are, I believe, required thoroughly to prepare large classes to stand searching examination in these subjects than efficiently to teach a comparatively few selected pupils Languages or Mathematics up to the stages which these last reach in our Code.

English Literature and *Physical Geography* the most popular of these subjects, and the most useful for elementary schools.

The girls are "weighted" at any rate as compared with the boys in having to take Sewing. It seems a pity that they should be further handicapped by the provisions of Art. 21 *f.*, and consequently often altogether withheld from instruction in Specific Subjects. Much of the "Domestic Economy" is admittedly of more importance than any other subject in the Fourth Schedule. But, changing perhaps the name, and omitting a few practical minutiæ as to cooking, washing, and dress-making, which it is only waste of time to attempt either to teach or to examine *in school*, would the subject not be every whit as suitable and important for boys as for girls? Might not lessons on the *Laws of Health* and on *Money Matters* ("the moralities of getting, spending, and selling") be fitly made *compulsory* as a preliminary extra *class* subject for boys and girls together? Our country is daily learning by painful experiences that no knowledge is more essential than this to the practical and immediate needs of every child's future life. To apply the words of Archbishop Whateley, it is "a matter of no small moment "to instil, betimes, just notions on subjects with which all must in "after life be practically conversant, and in regard to which no class "of men, from the highest to the lowest, can, in such a country as this "at least, be safely left in ignorance or in error."

Domestic Economy. Handicapping of the girls by the action of Art. 21 *f.*

A subject similar in character, but wider in range, advocated as a preliminary *compulsory* one for both boys and girls.

High practical importance of such instruction.

I know of only one instance in this district where a school savings bank has been established. I trust that this useful means of practical instruction in habits of thrift, so successful in other countries, will soon receive more attention from teachers and school managers here.

School Savings Banks.

As regards the Science Subjects of the Fourth Schedule, further experience seems to me to prove that, for all the purposes of elementary

Science specific subjects.

schools, they would be best taught in collective or object lessons on "common things." It is matter of serious regret that such collective lessons, so well fitted to brighten the intelligence and quicken the observing powers of the children, are now so much neglected. I can at present recall only two cases in my district where the teachers have been wise enough to make such lessons a part of their regular time-table work. All the "Animal Physiology" that is of use in our common schools would find its practical place in the new "Health, &c." subject suggested above.

Modern Languages.

I find more evidence of a certain amount of instruction in Modern Languages than appears from the figures in the above table. The fact that the gradations adopted in the Code for the first two stages in these subjects are out of date and inconsistent with the plan on which the best modern initiatory text books are constructed, prevents many of the teachers from presenting their pupils for individual examination under Art. 21; but I frequently find fairly sized classes—in French especially—that have made some respectable progress.

Mathematics.

I am glad to see a considerable growth in the presentation in Mathematics. But the subject is one so educative, so practically important, and so closely connected with the higher arithmetic, and the requirements for the first stage are so extremely, easy, that I cannot understand why it has not been a greater favourite.

Classics. Greek.

Greek is, and always has been, quite an exceptional subject in the elementary schools of this district. During the past two years I have found it efficiently taught in Yarrow Public School, Earlston Public School, Jedburgh Grammar School, and Langton Public School. The first of these deserves special honourable mention here as having within recent years sent directly from its benches to Edinburgh University pupils able to win competition bursaries and to pass the preliminary examination for the three years' Arts course.

Latin.

Latin has been taken as a specific subject this year in 32 of the schools inspected, or 19·8 per cent. of the whole. In 1876 it was taken in 25, or 15·8 per cent. Since 1876 the results in it have improved by 13·6 per cent. in the proportion of passes gained. Of the "University" subjects this is by far the most important as a branch of higher instruction in our public schools, inasmuch as it is *the* subject that gives a country lad of intellectual ambition and "pregnant parts" his first firm footing on the ladder by which he may climb through the university to one of the learned professions.

"University" subjects.

The traditional connexion in Scotland between "the parish school" and "the college."

In my last report I showed, on the best of evidence, that, in this district at least, the once common aspirations amongst well-doing Scotch country parents after university and professional careers for their cleverest sons had all but died out long before 1872, and that consequently the old tradition of direct connexion between the "parish school" and the "college" then lingered here in only a very few exceptional cases. The educational statistics of the past five years show that the Code has done not a little to revive a healthy interest in this connexion and in the teaching of the university subjects. It has given our best certificated teachers an opportunity of proving both their desire and their fitness to give such instruction where it is wanted. But in fairness to the teachers of a rural district such as this, it is to be remarked (*see* the tables above) that they must have taught these subjects for the sake of the *kudos*, not the money, to be earned. No offer merely of larger grants for individual passes can in these subjects ever of itself revive our valuable old Scotch tradition. To this end some wholly new secure national system must be devised for the special purpose. If I may be allowed here to make such a suggestion, the one part of Scotland where

How to be restored?

the old tradition has survived with any vitality—the north-eastern corner, with its special bequest fund and its open university bursary competition—presents us with the model to be imitated. In regard to this important matter the results of the working of the Endowed Institutions (Scotland) Act and of certain sections of the Education (Scotland) Act of 1878 will be watched with eager anxiety by all Scotch educationists.

In regard to the Evening Schools of the district my assistant has furnished me with the following notes :— EVENING SCHOOLS.

"Nine applications for examination of evening schools were made during the past session ; but three of these were afterwards withdrawn as the attendance had fallen below 20. Particulars as to the presentation and results in the six schools examined are given in the following table

TABLE No. 8.—EVENING SCHOOLS.

Standard.	Number of Scholars examined.	Per-centage of whole Number examined.	Per-centage of Passes in			Total Per-centage of Passes.
			Reading.	Writing.	Arithmetic.	
I.	3	2·1	66·7	100·0	33·3	66·7
II.	25	17·6	100·0	76·0	92·0	89·3
III.	52	36·6	98·1	76·9	80·8	85·2
IV.	33	23·2	87·9	84·8	54·5	75·7
V.	24	16·9	95·8	75·0	75·0	81·9
VI.	5	3·5	100·0	100·0	20·0	73·3
Totals - -	142	—	95·1	79·6	72·5	82·4

"*Reading.*—General dislike to grammar seems to cause a greater presentation in the three lower standards than is reasonable or *compatible with fulfilment of the requirements of Art.* 29. It is to be noted that evening schools in Scotland are at a disadvantage in this respect as compared with those in England. (Cf. Arts. 28.)

"*Writing.*—In this subject failures are, as a rule, caused by bad spelling or bad composition, seldom by mere handwriting. As composition may be looked upon as *practical grammar* for such scholars, a want of knowledge of grammar may thus in Standards V. and VI. fail the same pupil in *two* subjects.

"*Arithmetic.*—Ignorance of the multiplication and other tables causes more failures than want of acquaintance with right methods of working."

It gives me pleasure to have this opportunity of again expressing my thorough satisfaction with the willingness, care, judgment, and efficiency shown by Mr. Pennycook in the discharge of all his duties as my assistant. Assistant.

I have the honour to be, &c.

AND. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1878, *by Her Majesty's Inspector*, D. SIME, ESQ., M.A., *on the* SCHOOLS *inspected by him in the Counties of* ROSS, CAITHNESS, *and* SUTHERLAND.

MY LORDS, November 1878.

I HAVE the honour to lay before your Lordships a general report upon the district that includes Caithness, Sutherland, North Ross, and the Lews.

From April 1875 to April 1877 I acted as junior to Messrs. Jolly and Macleod, working upon either district as occasion demanded. The readiness shown by both of my seniors in instructing me in my duties, and the hearty kindness of their bearing towards me, as well as the references made to me by both in their general reports, deserve and have my warmest gratitude.

New district.

In April 1877 your Lordships were pleased to order the districts in charge of these two gentlemen to be divided into three districts, whereof the northern one was assigned to me.

Extent and boundary.

The mainland parishes of Ross-shire included in the district are Alness, Dingwall, Edderton Fearn, Fodderty, Kilmuir Easter, Kiltearn, Kincardine, Logie Easter, Nigg, Rosskeen, Tain, Tarbat, and Lochbroom. The district may be pretty accurately said to consist of the island of Lews, and all the mainland lying north of the parliamentary road that runs from Dingwall on the Cromarty Firth, by Garve, to Ullapool on Lochbroom.

Statistics of work.

The inspection of so wide a district involves much travelling, and that of a more fatiguing nature than in most districts, as comparatively little use can be made of the railway. In the course of the year ending August 31st 1878 I have travelled 5,506 miles on official duty, spending 30 days and 1 night in travelling *alone;* and I have had to pass 176 nights away from home. 148 days were spent in inspecting 159 schools, and 26 in paying visits without notice to 41 schools.

SUPPLY.

In North Ross, all the schools have been built except one in the parish of Kincardine. In Caithness, there are three to build in Latheron, of which two are expected to be ready in 1879; and one school in each of the parishes of Halkirk and Reay is in the same condition. There is also a school building in Dunnet, to take the place of several existing schools. In Sutherland there are 11 schools to build or enlarge, of which five are expected to be ready in 1879. In the Lews (exclusive of Uig, of which I know nothing) there are 16 schools to build, of which eight are expected to be up by August 1879.

Causes of delay in building Schools.

The long delay in certain quarters is surely matter for deep regret; yet in many cases it has been almost unavoidable. Setting aside those instances where it has been caused by wrangling in the boards, we find that, to begin with, boards in the counties of Sutherland and Caithness deferred operations in the hope of obtaining such special building grants as were given to Inverness, &c. We find, too, that difficulties not seldom arose with proprietors in the matter of sites; and that labour was for long so much in demand, and consequently so dear, that offers could scarcely be had except at famine prices. Let us add to these the difficulties so frequently caused by the geography of the place, as well as by the slow and expensive means of transit for workmen, food, and materials, and the delay, however unfortunate, will not seem surprising.

I am informed that active measures are now being taken in the backward regions to carry out the requirements of the Education Act.

Before quitting the subject I desire to mention with honour the board of Lochbroom, which has dealt with the educational arrangements of a most difficult region in a prompt and masterly manner. Board of Lochbroom.

Though the nature of schoolwork has often been too little considered both in plain and in internal arrangements, yet in the main the buildings are well—some of them very well—adapted to the purpose for which they are designed. Character of buildings.

A fair supply of the ordinary apparatus has as a rule been provided. I have to complain, however, of many exceptions to this rule; more especially in the matter of books. Not seldom have I found the supply of this necessary so scant in some of the remote schools, that there was a difficulty in conducting the examination—how the teacher could get along throughout the year is a hard question. The matter is too often left to the parents, and they sometimes regard books with suspicion, as a mere new-fangled notion, costing many of their too few pence. Much might and should be done by personal supervision by committees of the boards. Where the parents cannot make the proper provision the boards ought to make it. The best school books we have are cheap enough. Apparatus. Want of books.

Attendance.

The number of children of school age in the district is nearly 20,000.* 11,411 children were present at my examinations, and 7,195 were put forward for individual examination. Statistics.

Attendance is probably better than it was three years ago, but it is still far, very far, from being satisfactory. The teachers almost to a man complain. The usually assigned reasons for irregular attendance are as follows:— Causes of irregularity.

(1.) The distance between the houses of the children and the schools. In the case of very young, weakly, or very poorly fed and clad children, this cause will always operate to some extent in the more stormy section of the year. It is much put forward, however, to cover a much more serious cause of irregularity, viz.: (2.) indifference on the part of parents. Little Duncan wants a holiday, or hasn't his lesson, or is simply lazy. He says he is not well, or the snow is deep, and he won't go to school. His mother, poor woman, has her hands full, and has altogether hazy notions as to education—she "can't be bothered" taking stringent measures against the truant. Triumph of Duncan. When the school board officer comes—and sometimes he *does* come—the distance and the weather make an unanswerable plea. But let there be a market at the end of the journey, and young hopeful will go "skelpan owre the gutters" and never think the road long; or show him, in the snow that has kept him from school, the fresh track of a hare, and he will trot you half-a-dozen miles without halt or distress. (1.) Distance and weather. (2.) Indifference of parents.

It is in cases like this where the real cause, indifference, is screened by the ostensible cause, distance and weather, that it is most difficult to effect anything by compulsion. Convictions would be so hard to get that boards are wisely chary of prosecuting, for a defeat in court is disastrous. A new conscience has to be created in the people. Let the boards take a lesson from the churches. Is there a new church to build, a Sunday school to teach, a mission to send? the spare time and energy of the better class is straightway pressed into the service; a host of zealous teachers or deacons or canvassers goes forth, and the Difficulties in the way of prosecutions. A possible remedy.

* In a few cases the number of children of school age was not returned by the school boards, and I have in these instances taken the figures of the Board of Education Report for 1877.

thing is done. Why should not school boards secure some of these excellent people for the work of education?

(3.) Child-labour.

(3.) Another important cause of irregularity is the necessary employment of children in the various industries whereby they and their parents live. They have to carry sea-weed, to help in putting down the crop and in reaping it; they have to bear a hand at peat-casting; they have bait to find and lines to bait. Herding is in summer a source of constant annoyance to school boards, in Caithness especially. Every crofter's cow in Caithness needs her own particular herd, that is, dwarfs a child's education. The milk is dear.

Caithness.

Child-labour necessary.

Child-labour, however, cannot be done without; all that a board can do is to confine it within the narrowest possible limits. The board of Barvas in the Lews has adopted a plan (suggested to me also by several teachers) that promises well. The vacation is given in two parts, about three weeks in spring and five weeks in harvest. This places the children at their parents' disposal during the most important seasons, and leaves plenty of time for 400 openings, with a good margin for casualties. If such a scheme were supplemented (and I believe the attempt is to be made in the Lews) by the collective keeping of cattle, the difficulty would be to a large extent obviated. A judicious mixture of persuasion and compulsion might do the rest.

Proposed division of vacation.

Fishermen.

Hardest of all to deal with is the fishing population. I learn that the men leave Wick and other stations for the west coast fishing in the beginning of May, taking their families with them, and that the children cannot be got at till the end of September. I have never heard suggested a remedy for this, and I can as yet suggest none except unusual effort to secure attendance during the seven months when the children are accessible.

Shall the number of attendances be reduced? No.

I ought to notice a suggestion that has frequently been made in the district, that your Lordships should accept in certain cases a number of attendances less than 150 as qualifying for presentation. The scheme is open to grave objection. 150 or even 250 attendances are few enough to do a year's code work in; so that either a double standard would have to be introduced (which I should regard as most unfortunate), or undue pressure would be put upon the child. And this is speaking of mere instruction. In an educative point of view the consequences would be still more calamitous. I look upon *attendance during a considerable time*, apart from mere intellectual acquirement, as a most valuable help towards forming character; and it is precisely these neglected children that require this help most. They have none at home. The contact with other and better trained children, the interchange of courtesies, the scholastic atmosphere, the constant presence of a high ideal in the teacher, are precious things indeed.

Should attendances made in one school count in another?

Another suggestion is that attendances made in more than one school might be added together to make the number requisite for presentation. I observe that this scheme is supported by Dr. Kerr in his report for 1877, and I heartily endorse his opinion. The case is almost parallel to that where a child has a succession of teachers in the same school; and the abuses which obviously might arise are not, I think, too formidable to be effectively and even easily met.

I have devoted so much space to this topic of attendance, because I find it to be the one grand drawback to education in the north. It is only right to add, in conclusion, that the parents of children that attend irregularly are even in rural parts a clear though a large minority; and that great honour is due to the many families which in the Highlands more than anywhere else *must* scorn delights and live laborious days that their younger members may be educated. There is something in-

expressibly touching and encouraging in a sight one often sees in the worst weather of the year—little fellows with their fathers' blue trousers braced up to their chins and rolled up from their bare chapped feet, and girls to whom their mothers' Sunday shawls are jacket and skirt in one, facing the inspector in the proud consciousness of unimpeachable attendance, and of complete victory over "tables" and all the "spellings" in the book!

There are no regular half-timers in the district. Of course a large proportion of the children presented have made less than 250 attendances, but these have all begun the year with the hope, ostensibly at least, of making up the full complement. Half-timers.

The following table shows the working of Art. 19D.:—*

County.	Parish.	Number of Schools claiming Grant of	
		10*l.*	15*l.*
N. Ross	Alness	0	2
	Kincardine	1	3
	Logie Easter	0	1
	Kilmuir Easter	1	0
	Lochbroom	3	5
Caithness	Latheron	2	1
	Bower	0	1
	Halkirk	3	2
	Olrig	1	0
Sutherland	Eddrachillis	1	1
	Assynt	2	1
	Loth	1	0
	Tongue	2	0
Lews	Lochs	0	1
Total		17	18

Art. 19 d (*a*), has been taken advantage of by five boards: Lochbroom for Isle Martin; Tongue for Isle Roan, as well as for certain outlying children on the mainland, Durness for Laide and Eriboll, Watten for Rowins, and Edderton, for Mid-Fearn. I have reason to believe that the parents of the children so taught regard the provision as a great boon. There seems no difficulty in procuring attendance on an examination day. The little ones from Laide and Eriboll came this year to Durness the night before the examination; the Seal-Islanders (Isle Roan) were rowed across to Skerray by a crew of matrons; and the Rowins children came to West Watten school in a farmer's cart, heartened for the ordeal by the strains of a bagpipe. These children give a very good account of themselves under examination; the young lads in charge seem to feel their responsibility very deeply, and to work with a care and zeal that could not be surpassed and probably would not in the circumstances be equalled by older men.

Results of Examination.

In reading the passes are 87·8 per cent. In the lower three standards, where a pass depends upon mere reading, failure is a rare thing. As a rule, pronunciation is wonderfully correct, and there is much fluency, a few Reading.

* I have no returns from Dunnet or Farr, and the return from Tongue is imperfect.

schools even attend to punctuation. But it will surprise no one if I add that in any standard whatever, were failure in the examination schedule to follow upon the child's failure to emphasise a sentence, to modulate his utterance, or even to read upon a proper key, the aggregate of passes would be but small. The same complaint is made by all Inspectors, indeed by everyone that has considered the subject. The cause seems to be the same feeling (now slowly dying out) that made the interior of a Presbyterian church look like a mediocre granary, a national aversion to "airs" and display; the excess of a laudable fear lest the accidental should bury the essential, the rhetorical the logical. So the words are uttered, it should be enough; modulation or gesture is "play-acting." The results of this ingrained indifference, or repugnance, to anything aesthetic, are manifold; one of the commonest is bad reading; and it will improve only as the national taste for what is beautiful and artistic grows.

I would respectfully lay before your Lordships a complaint that has frequently been made to me by teachers, and that deserves attention, viz.:—that "reading" in the upper three standards is overweighted by having grammar and meaning added to mere reading. Meaning I consider should certainly go along with reading in all standards; but grammar seems to have fainter natural connexion with it. Grammar might be treated separately and receive a separate grant, which again might be deducted from the grant now given for "reading."

Grammar (in 2nd and 3rd standards.)
Intelligence.

In comparatively few cases has non-payment of the grant for grammar and intelligence in the 2nd and 3rd Standards been recommended. The grammar required of these standards is so little that the grant mainly depends on intelligence; and this seems to advance in all standards, if not so quickly as one could wish, yet steadily. Though one gentleman—a survival from that golden age which died and left "no sign" with such strange celerity—told me "his duty was to teach "the children to read, and it was *their* affair to find out the meaning," the great majority of teachers make strenuous efforts to develope intelligence; and if they are not in all cases so successful as might be desired, they still do well in the circumstances, and will, I hope, do better in future. The mistake most commonly committed is the excessive use of "dictionary meanings" in the higher standards. (The reading books in use in these standards foster the error; at the end of a reading lesson one frequently sees a list of the "hard" words explained by means of synonyms less familiar than the words to be explained. Surely our publishers will in time abolish an absurdity which might be obvious to the veriest hack.) I should be glad to see the grant for this subject increased, and the 1st Standard ranked along with the 2nd and 3rd in examination.

Writing.

In writing, the passes are 88 per cent. It is always better on slates than on paper. As a rule the latter is fairly done, and the failures in the higher standards under "Writing" are generally due to faulty spelling or composition. Writing is generally copied from "head-lines" of the "copper-plate" species. When one thinks how seldom one sees a copper-plate hand beyond the precincts of the schoolroom, and how much more beautiful and legible the writing is in a merchant's books or a lawyer's deeds, the wish comes that someone would issue plain head lines like the writing of a good copying clerk, and break the copper-plate monopoly. As yet it seems complete.

Spelling.

Spelling is usually pretty good or good up to the 3rd Standard; in the 4th, where it really should become difficult, it is not good, and it is perhaps the subject in which I can trace improvement least. I would respectfully suggest to your Lordships that an exercise in dictation should

be prescribed for the 5th and 6th Standards as well as for the 4th. The 2nd and 3rd Standards have their dictation from their reading-books, which are in the main well suited to their tender years; the 4th has it from "some history in use in the school," and the compilers of these "histories" seem to have suffered from a craze for big words. The child is disheartened; and beyond this standard he has no stimulus. He can put easy words into his compositions; and he can, and does too often, leave school unable to spell a decent letter on an ordinary business or social subject. What is wanted is, first, a more thorough gradation of difficulties in spelling, and second, a longer curriculum in the subject.

Grammar, Analysis, and

If grammar and analysis are not well known, it is not for want of school text-books, the author of each new one seeming to aim mainly at promulgating a list of new names whose one merit is this novelty. There are so many "systems" in use between Maryburgh and John o' Groats that by the time an unfortunate inspector has examined along the whole line his own "parsing and analysis" tend to assume a piebald or Babylonish aspect. When children, always apt to think a new *name* means a new *thing*, have to change schools, or when their school changes teachers, there is frequently, from this diversity in terms, a loss of months.

Composition.

While some schools parse and analyse very well, and some, not necessarily the same, compose fairly, it must yet be said that these subjects are in a condition far from satisfactory.

The fact is, we have far too much grammar and far too little composition. It is not an uncommon thing to find that a child whose application of a sesquipedalian "system" of parsing or of analysis is all but perfect, is yet quite unable to write a short paragraph of plain English.

It is claimed for this elaborate pedantry of grammar that it imparts a logical tone to the mind. Possibly, but at what a cost! A teacher will take a boy through six books of Euclid sooner than he will make him master of one of these systems. He will more easily lead him far over the field of elementary algebra. There are a dozen ways whereby a "logical tone" may be produced with less labour and in less time. And this, after all, is but a subsidiary function. What, meanwhile, of the primary? Does this grammar teaching (I ought rather to call it "gerund grinding") help the child to write English? Not a whit.

This is far from disparaging the genuine study of genuine grammar by one well beyond school years. We are dealing with a child at an elementary school, and whose school time is all too short. *His* paramount object is to learn to write English. What he should do is, acquire the leading usages of English speech, gradually, and more by practice and correction than by technical rule. He should begin to compose almost as soon as he can read; he certainly does of his own accord begin to do so, more or less correctly, long before. He should advance from easy to harder sentences, from sentences to paragraphs, from paragraphs to their combination in the simpler forms of composition. He should learn the use of idiom, and not be confined to mere colourless accuracy. He should learn as he goes the few grammatical rules necessary in writing one's own language. For three-fourths of his present parsing and analysis let him substitute simple *rhetorical* analysis; and he will handle English in a manner unattainable by the present methods. Let teachers take Dr. Bain of Aberdeen's "English "Composition," and read especially the chapters on "The Sentence "and the Paragraph," select the main principles, and teach them to their pupils. The reading lesson of the day will furnish material for analysis of a kind much more interesting than that now taught; para-

phrasing and carefully criticised exercises will do the rest. I fear that at present a child's instruction in composition consists too much of "essay-writing" (save the mark!) of the vague kind, followed by a criticism jejune and barren, in that it has little method and little principle as its basis.

School libraries.

A serious defect in connexion with this subject is the all but universal want of school libraries. A child cannot make bricks without straw; and till he grows familiar with models and acquires a vocabulary he cannot be expected to write well. Would boards but make the calculation they would find that the increase in "passes" would ere long repay the money invested.

Arithmetic.

In arithmetic, the passes are 75 per cent. The per-centage of failure is highest in the 4th and 6th Standards. Teachers generally complain that the 3rd Standard arithmetic is too easy and the 4th too hard, and there is reason in what they say. A redistribution of the work of these standards would be simple to effect, could cause no loss, and would, I believe, be a great gain. In the higher standards, the rule of three and the placing of the point in division of decimal fractions are the most fatal subjects. Vulgar fractions are generally well manipulated though rarely understood; bills of parcels are properly drawn out and the mysteries of "Practice" mastered. In the first three Standards notation is the great bugbear; which surprises me the more that I have seen some teachers teach it in a simple and apparently infallible way.

Geography.

Geography though sometimes running into list-learning, is in general well known, and would, I think, be better known were the requirements for the 6th Standard made a little more definite. Maps are often well done. A mistake is sometimes made by teachers in the matter of map-drawing. A considerable portion of the pupil's home time is occupied in drawing elaborate copies of the maps in his atlas. These are all very well in their way, and strongly impress the mind of the lay spectator on a show day; but, where I have found this map-work over-done, I have urged that it is apt to pass into a mere waste of time, and that the power of sketching a country from memory is infinitely more valuable.

History.

In history classes there is generally a very fair knowledge of the text-book, though it sometimes runs into rote. Our great misfortune is the want of good text-books. There is in use one fair history of England, but from its size and price it is not so common as one could wish. Small text-books, so small that I have some hesitation in accepting those on Scotland as a year's 4th Standard work in reading, are generally used; and besides being of the drum and trumpet order, they bristle with hard words. The most readable text-book in use on Scotch history might have been written, so far as its spirit is concerned, by a survivor of the first battle of Falkirk, and has been most justly censured by Sir John Lubbock for the hostility it breathes towards England.

The grant for the conjoined subjects has not often been refused, and I anticipate fewer failures in coming years.

Music.

Fifty-nine schools gained the grant for singing. I have not felt it my duty to advise non-payment in more than one or two instances. A few schools attempt part-singing, and a few can sing simple exercises from the modulator, but the great majority are content with their twelve songs sung with various degrees of merit.

The subject of music in schools has been so admirably treated by Mr. Jolly in his report for 1877 that further remark of mine is needless, unless I may cordially echo the prayer of Mr. Hullah that the *power to sing at sight*, and not alone the singing of a few songs, may soon become the grant-earning essential.

Specific subjects. Specific subjects have been taught in a large number of schools, with, on the whole, a creditable amount of success. Certain unfortunate circumstances in connexion with the teaching of these subjects call for remark. Before the Act of 1872, certain schools claimed superiority on the ground of teaching a smattering of everything; and their teachers, fearful of losing prestige, or even forced against their better judgment by an ignorant public, have sometimes cultivated specific subjects to an extent far beyond what was just to their pupils, or even pecuniarily prudent. Sometimes too a teacher over-teaches languages or science from liking, to the detriment of his regulation work. This mischief is enhanced when the board, as boards often most unwisely do, offers the teacher as part salary the grant for specific subjects. Certainly, let the teacher participate in the grant *as a whole*, but it is bad policy to assign to him any individual grant or grants.

With Dr. Kerr, I would debar 4th Standard children from the study of specific subjects; and I think a further improvement would be to raise considerably the proportion of standard passes (75°/₀) demanded before the "specific" grant is allowed.

English literature. English literature has been taken up by 27 schools, and 376 pupils. The number of passes is 293, or 77·9 per cent. It must be admitted that payment of grant has in many cases been recommended more in recognition of the labour bestowed on the subject and with a view to its encouragement than on account of the intrinsic value of the result gained. Recitation is vile. Paraphrasing is rarely well done. As a rule the mere words are well committed, the allusions fairly understood, and the meaning—strange to say—better known than that of a reading lesson in prose.

With much dissatisfaction I have found that the study has proved comparatively barren. I have failed to trace any gain beyond the lines committed to memory. Scarcely ever have I seen the pupil interested in the piece beyond the limit of his task. Were the sheer memory work lessened, and the amount of reading and study largely increased, more valuable results would be produced. As matters stand, the subject places before the pupil little that is new. In his every day reading book he reads the same scrap, or scraps much the same. There is added only the labour of committing it. His interest is lessened rather than increased. Were such pieces as the "Lady of the Lake," or the "Merchant of Venice" taken up in their entirety, carefully *read* and explained, a new and glorious taste might be created. The child would get hold of a clue that would lead him into the great realm of English literature. At present he seems to have but a broken thread, leading no whither.

Latin. Latin has been professed by 39 schools and 180 pupils, and the passes are 80·5 per cent. Grammar is fairly known. Of the few presented in 2nd or 3rd year's work some translate from Latin with facility, but translation into Latin is never well done.

Greek. Greek I have found in 4 schools, which presented 7 pupils. The presentation has been chiefly in the 1st year's work.

French. French has been presented by 7 schools and 44 pupils. Apart from pronunciation the work is not unfrequently well done. In the case of French, however, the colloquial use of the language is of such importance that I should be glad to see the subject laid aside unless boards are prepared to follow the bold lead of the burgh board of Wick, which has engaged the services of a continental lady with markedly good results.

German. Very few schools profess German. Their work is generally good.

Mathematics. Mathematics has been taught in 29 schools to 80 pupils, of whom 70 per cent. passed. The little algebra and the geometrical propositions required are usually fairly mastered.

Other subjects. Mechanics and light and heat have not appeared in the district: chemistry and botany in but one school. Magnetism and electricity are scarcely ever taught. Animal physiology has been taken up by one or two schools, with moderate success. Physical geography is exceedingly popular in spite of the fact that the first year's work is the hardest: I have frequently to complain of rote-work and bad spelling. Domestic economy seems to interest girls very much: I wish the text-books were less scientific and a little more practical.

Industrial work. Industrial work is fairly attended to; but suffers from want of regular female management. It is the custom in not a few schools to make the girls spend the greater part of the dinner interval in sewing. I have always spoken against this as being injurious to the child's health and detrimental to her general education; and I hope soon to see it abolished.

Discipline. The grant for discipline has had most valuable results. Still, there is much to do before discipline as defined by your Lordships can be said to have been more than approximately reached. To test discipline on an examination day, though not so hard as some people think, is not easy; and visits without notice have a peculiar importance in connexion with this grant.

Registration. Registration is perhaps best tested by these visits. I have rarely found irregularities other than such as arise from carelessness, and even of the latter but few cases. No teacher in the district, I am proud to say, figures in the latest black list.

Logbooks. Logbooks might be better kept and made more profitable. Too often have I found an entry or two wanting. Sometimes the entries for pages consist of "Lessons given according to time-table. Usual progress," or chronicle irrelevant incidents. One in Ross-shire is mainly devoted to "the crops." Another, aiming at elevation and precision, gravely informs one that on a certain day the attendance was "decimated *by* "*one half*."

Pupil-teachers. There are in the district 83 pupil-teachers. Of these 16 have earned the 60*s*. grant, and 32 the 40*s*. one. Great allowance has to be made for these apprentices, but even after this has been done their attainments are not what they should be. I had written much on this point, but want of space compels me to drop the subject, the more readily that it has been already well threshed out. I will only say that the rise in the age limit is regarded by my teachers as a great advance, and that we hope soon to see three hours laid down as a pupil-teacher's maximum work for one day.

Evening schools. Last year there were but two evening schools in the district. By modifying my examination, and by exhortation, I have tried to encourage those in existence, and to get new ones started. I have met with little or no success.

Gaelic.

The question of the teaching of Gaelic in Highland schools has for some time been eagerly debated. It is one that has been constantly before me for years, and one that bears directly on the educational requirements of my district. I trust therefore that your Lordships may hold me right in devoting a little space to its discussion.

I should regard the teaching of Gaelic in schools, in any shape or form, as a most serious misfortune.

So much alien matter has been mixed up with this Gaelic question, that it seems necessary to make a preliminary statement of really

perfect irrelevancy, viz., that while opposing the teaching of Gaelic in schools, I heartily sympathise with the efforts that are being made to win for philology whatever wealth lies in the Celtic tongues, and to collect and diffuse, by periodical and other literature, information regarding the antiquities and the folk-lore of the Highlands. My intention is to give and to justify a negative answer to the question "is it "desirable that Government should encourage the teaching of Gaelic "in Gaelic-speaking districts?"

There are two main reasons for studying a language; the first, that it may be used in the affairs of life; the second, that it may serve as a means of culture.

There are not wanting sentimentalists and "patriots" who, taking their political economy from the "Deserted Village," dream of a virtuous peasantry dwelling by the northern seas, whose speech should be Gaelic, and for whom the Grampian passes should be as the pillars of Hercules. To the "patriot" it is nothing that the Highlands, living in this isolation, have for centuries rubbed shoulders with famine: let them hunger on, rather than be absorbed by the Sassenach. For the sentimental holiday maker the novel beauties of crag and heath would be enhanced by the presence of a people practically foreign: he would taste the pleasures and ignore the pains of a starveling Arcadia. Let such peruse an article in the *Celtic Magazine* for October 1877, entitled "The Prose and Poetry of a Highland Croft."

There is but one way whereby the Highlander can have the world before him where to choose, but one means whereby his ability and energy can be made useful to himself and his kind, and that is knowledge of English. There is but one great obstacle in his path to comfort and honour, and that is ignorance of English. Let him put patriot and sentimentalist far from him, and claim a fair start with his southern compeers. Gaelic is not, and never will be, of the slightest value in conducting the business of this world, and there can be no commercial reason for teaching it.

Not only is there no commercial reason for teaching Gaelic, but there is the strongest reason for *not* teaching it. The great difficulty complained of by teachers of purely Gaelic speaking children is this Gaelic. It almost doubles the labour of teacher and pupil. I believe every teacher so situated would rejoice were Gaelic, as a spoken tongue, abolished root and branch; and I know that the great majority of teachers in the district is distinctly opposed to the teaching of it. And little wonder. While the child has been working slowly up to the 4th Standard, his teacher has been doing his utmost to teach him English, to get him, if possible, to *think* in English. But now that the pupil has reached the 4th Standard, his master is to *teach him Gaelic* as a specific subject! During one part of the day, as during the earlier section of the pupil's school life, he is to suppress Gaelic, and during the other to encourage it. He has to blow hot and cold with the same breath. It is not merely that the time and labour given to Gaelic are so much time and labour lost to English, but they are actually spent in antagonism to English. And the poor child's school life is so short! From a bread and butter point of view I cannot imagine a more suicidal scheme of education. I would call it farcical, were not the results so sad.

An odd, semi-practical plea has been frequently put forward, viz.: that Gaelic speaking children should be able to read the Bible and understand divine service in Gaelic. The reply is obvious. The child is most unfortunate in his talents or in his teacher that is not able after

eight years' study of English to read the English bible, and understand an English prayer or sermon as well as a Gaelic one. There is certainly no minister in the north that is incapable of conducting service in English, and I know of no parish where there is no English service. Such, however, may exist; if so, it is because the people have not been taught English. As soon as the demand arises, the church will not fail to provide English services presumably as efficacious as Gaelic ones. Those who know will also see a serious difficulty which certainly would arise in connexion with the present conscience clause, and to which I need only allude.

The true strength of the Gaelic position lies in the claim made for it as a means of culture. It is contended that the Gaelic literature is a valuable means of culture; that through the mother tongue alone can the emotions and the higher intellect be cultivated; and that therefore Gaelic is *par excellence* the instrument of culture for the Gael.

If we look at the men to whom the epithet "cultivated" would most readily be applied, we find them to be precisely the men that have *not* imprisoned their heart and mind within the straitened borders of a single race or speech, but have come into sympathetic and fruitful contact with whatever of wise or of beautiful or of noble has been thought or done by mankind; and their culture is in direct proportion to the extent of this quickening communion. English literature has assimilated and incorporated with its own matchless wealth so much of what is valuable in other tongues, and is besides so richly furnished with translations of the great works of foreign growth, that a high degree of culture is perfectly possible through the medium of English alone. How does the case stand with Gaelic? It is of and by itself. It has taken nothing from the literature of other countries, unless where the monks have left their mark in an ecclesiastical term, or where a stray pedant has interlarded his Gaelic song with names and notions from Lempriere. Nothing worth speaking of, beyond a religious book or two, has been translated into Gaelic. Let a Gaelic child have all the culture possible from his mother-tongue, he has yet touched nothing that is not—I will not say Celtic—but Gaelic; and if it be a reproach even upon purely English culture that it tends to be insular, much more might a purely Gaelic culture be termed parochial.

The next question is "What does this Gaelic literature contain? To "what do you introduce your pupil when you send him for culture to "Gaelic in preference to English?"

It contains an epic or series of epics about whose intrinsic value there exists the utmost diversity of opinion. It contains certain satires, not all of them sung *virginibus puerisque*. It contains a considerable number of tales of the fairy species. A large proportion of the literature—I may say the only part of it known to the ordinary Gael—consists of lyrics, of various degrees of merit; a few of which are very beautiful, and several of which contain very beautiful passages. I know of no drama, no history, no novel. The whole apparatus for culture may be said to consist of lyrical poetry or its near kin, and that mainly of a local type. Is it necessary to point out that culture cannot come through this means, or, at best, a mere lop-sided culture, which is all but a contradiction in terms? We shall be told next that for the young Gael the most efficacious means of cultivating the musical taste is the bagpipe.

To the fanatical Celt such opinions as are here expressed are treason, and their holder a mere devil's advocate. But if I speak thus, it is be-

cause my fellow Highlander is dearer to me than is his speech; and because I dread lest the clamour of a few should misinterpret to your Lordships the thought that is in the great silent heart of the Highlands, and induce you to mar by an act of mistaken kindness the effects of the wise and generous provision you have already made for education in the North.

In conclusion, I have to express my gratitude to the school boards and teachers that have so readily and fully responded to my request for information to be used in preparing this report.

I have the honour to be, &c.

D. SIME.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1878, *by Her Majesty's Inspector*, CHARLES E. WILSON, ESQ., M.A., LL.D., F.R.S.E., *on the* SCHOOLS *inspected in the Counties of* EDINBURGH, HADDINGTON, *and* LINLITHGOW.

MY LORDS, Edinburgh, January 1879.

Introduction.

THE report, which I have now the honour to submit to your Lordships, is the second which, since the passing of the Education (Scotland) Act, 1872, I have been called upon to prepare on the state of elementary education in the inspected schools of my district. My last report in 1876 gave a general account of the district, comprising the counties of Edinburgh, Haddington, and Linlithgow, popularly known as the Lothians, with the usual tables of statistics, &c. On that occasion I was not expected to report specially upon the school supply of my district, and the progress that had been made since the passing of the Education Act in completing that supply, and in securing the attendance of scholars. I did not, therefore, refer to the want of proper accommodation in some quarters, or insist that suitable provision must be made, not merely for the children in average attendance, but for the whole children of school age in the district where the school is situated. This is a very important consideration; for a district cannot be said to be adequately provided with school accommodation, until the schools are sufficient not only for the children in average attendance, but for all the children within the school age, or, in other words, for all the children between 5 and 13 years of age not otherwise provided for in secondary and private schools. The ages of 5 and 13 may fairly be regarded as the present educational extremes in Scotland, for to quote from the Report of the Royal Commission on Education in 1867,—"In "Scotland education does not begin much earlier than 6 years, while "comparatively few children remain at school after 12 years of age." This was, and still is the rule in Scotland, but I may be allowed to suggest, as the result of my own experience, that, in towns and other large centres of population, the children should be sent to school at the age prescribed by the Code. In this way, those age inequalities now so apparent and perplexing in the lower standards, would gradually disappear, and the age standard of attainment might, with propriety, be strictly enforced. In the meantime, the action of the compulsory clause in towns has forced into the public school a number of neglected children, whose wits have been prematurely sharpened by the free Arab life of the crowded alley or busy street, but who can scarcely name the letters of the alphabet at an age, when the Code says that they must take their places in Standard I.

Accommodation should be provided for all children of school age.

Ages of 5 and 13 educational extremes in Scotland.

Royal Commission on Education in 1867.

Children should be sent to school at age prescribed by the Code.

Action of compulsory clause.

School supply. Edinburgh School Board.

The Edinburgh School Board has already erected nine new schools, providing accommodation for 5,946 children, at the rate of 10 square feet per child in the senior and juvenile departments, and of nine square feet per child in the infant department. This supply, however, is not sufficient to meet the educational wants of the city, and the board has made arrangements for the erection of three additional schools to accommodate 2,540 children. When these are completed, the board will then have erected 12 large schools, and provided ample accommodation for 8,486 children. If to this number be added the 19 Heriot out-door schools, the State aided schools of the Episcopal and of the Roman Catholic churches, and the few large schools still maintained by the Church of Scotland and by the Free Church, affording in all accommodation for at least 15,000 children, it may be fairly assumed that the school supply of Edinburgh is now commensurate with the educational wants of the popu-

lation, and the reasonable requirements of the Education Department. The board schools are well built, and generally well furnished with all the modern appliances of the school room, but they are not all equally well adapted to meet the varied wants of the elementary school. The best, in my opinion, is the one last opened in the district of Dalry. The buildings consist either of two or three stories, assigned respectively to the senior, the junior, and the infant department, with separate entrances and stairs, &c. for boys and girls, while the Dalry school is, so to speak, all on one floor, with separate entrances and cloak rooms, &c. for boys, girls, and infants. The head-master can thus more easily than in a two, or three storied building superintend and control the work of the whole, as the different class-rooms communicate directly with the large central hall in which his own department is located, while the upper part of the partitions, separating it from the class-rooms, is almost entirely made of glass. This school, which may be taken as the type of what a school can be made, when circumstances are favourable, differs as much from the other schools of the board, as they differ from the badly lighted, ill-ventilated, and inconvenient schools of the past. In fact expense and not preference for any particular size or style of building has, in most cases, controlled the erection of new schools in the large towns and populous centres of the country.

Leith School Board.

From the following statement it will be seen that Leith is now fully supplied with accommodation for all the children of school age within the burgh :—

1. Estimated population (1877) - - - -	54,000
2. Number of children of school age - - -	9,000
3. Five board schools erected and one enlarged at a cost of 35,565*l.* for buildings, and 3,214*l.* for sites, making a total of - - - - - -	38,779
4. These new schools accommodate - - -	3,809
Accommodated in other schools transferred to the board	788
Total accommodation in public schools - -	4,597
5. Other schools in Leith, viz. :—	
(*a.*) 5 State-aided schools accommodating - -	1,379
(*b.*) 16 recognized private schools - - -	1,655
(*c.*) 2 higher class schools - - - -	995
	4,029

6. Total accommodation provided in Leith for 8,626.

7. This leaves an apparent deficiency of 374 places, but this may be fairly disregarded, as it has been fully ascertained that 500 children, residing in Leith, attend school in Edinburgh.

The Leith school board has thus completed its building operations in a way that leaves little to be desired, and the children of the burgh are now supplied with school accommodation that will bear favourable comparison with the school accommodation in any town in Scotland.

Smaller towns. Rural districts.

As regards the smaller towns of my district, the school supply is now, generally speaking, fairly abreast of the demand, while in the rural parts, where the educational deficiency was never great, schools in aid of the old parish school have been so judiciously planted, that few localities are now beyond a reasonable distance from a school. In fact, the only cases of hardship, still existing, are in the purely pastoral districts of the Lammermuirs, Moorfoots, &c. But these are only few in number and must be treated exceptionally under Article 19 D. Code,

Pastoral districts.

1878, as no school board can be reasonably expected to provide special school accommodation for isolated families.

Though this report refers, strictly speaking, to the work of two years, I propose to confine my remarks mainly to the work of the past year. My district remains the same, and the condition of the schools has undergone so little alteration, that a detailed report for the one year, with the addition of a few comparative statements, may suffice for both years.

Limits of district unchanged.

Statistics of schools inspected.

The number of schools inspected during the year was 249 (15 by myself, and 234 by my junior colleagues, *i.e.*, 81 by Mr. Marshall, 81 by Mr. Waddell, and 72 by Mr. Blaikie), comprising 513 departments under separate teachers, with 49,574 children present on the days of inspection. These departments are conducted by—

Number of masters and mistresses.

Masters - - - - -	176	
Mistresses - - - - -	131	
	307	

In addition to this teaching staff, there are—

Of assistants and pupil-teachers.

Certificated assistants - - - - -		135
Assistants (Art. 79 or 60) - - - -		43
„ (Art. 32 *c.* 3) - - - -		9
Pupil-teachers, male - - - -	171	
„ female - - - -	466	
		637
		824

Total number of teachers.

In all 1,131 teachers, assistants, and apprentices, or an average of about 4·54 to each school, or one teacher to every 43 children present on the days of inspection, and to every 37 children in average attendance. There were also 82 sewing mistresses, who took no part in the general work of the school. In these schools the children present on the days of inspection amounted to 49,574, while the children in average attendance were (under seven, 8,894; over seven, 33,614) 42,508. It thus appears that on the day of inspection there were 199 children, on an average, present in each school, while the average attendance amounted to 171. It may be interesting to know the number of children in the schools, &c., but this is not enough without taking account of their progress and attainments, these will be best seen from the following tables, so far at least as the individual examinations under the Code are concerned. Of the 49,574 present on the day of inspection, 40,041 (under seven, 6,609; over seven, 33,432) had made the required attendances, and were thus qualified for individual examination in terms of the Code. I need scarcely add that this is a faithful record of all the children qualified for examination in the standards, &c., as the name of every child, who has made the required attendances, must appear either on the examination schedule, or on the schedule of absentees. Although the entries on the examination schedule are thus more reliable than formerly, it is still necessary in forming a comparative estimate of the results of the "standard" examination, as an element of merit, when contrasting school with school, to consider not only what proportion of the children examined had passed, but also what proportion of the whole number present on the day of inspection, and of the number in average attendance, had been examined. This should also be carefully borne in mind, when the results come to be considered as a whole.

Number of children.

Progress and attainments of pupils best seen in the results of the individual examinations.

Statistics of standard examinations.

A faithful record.

What is necessary in forming an estimate of the results, &c.

The following tables exhibit the number examined in each standard,

and the number passed in each of the three elementary subjects of reading, writing, and arithmetic for the year ending 31st August 1878, and also, for the purpose of comparison, the corresponding results for the year ending 31st August 1876, as given in my report for that year :—

TABLE I.

Results of the individual examinations in numbers.

Standards.	Year ending 31st August 1876.				Year ending 31st August 1878.			
	Number presented.	Number passed in			Number presented.	Number passed in		
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
Standard VI. - -	545	542	452	427	843	790	762	684
" V. - -	1,421	1,413	1,087	1,103	2,305	2,096	1,801	1,837
" IV. - -	2,735	2,716	2,226	1,885	4,549	4,071	3,734	3,153
" III. - -	4,461	4,447	4,020	3,879	6,574	6,397	5,510	5,496
" II. - -	6,392	6,336	5,597	5,984	7,420	7,176	6,438	6,388
" I. - -	7,042	6,871	6,810	5,874	8,375	7,591	7,917	6,715
Totals - -	22,596	22,325	20,192	19,152	30,066	28,121	26,162	24,273

In addition to the number of 30,066 given in the table for 1878, 3,366, who had made the required attendances, were absent on the day of visit, and 6,077 out of 6,609 children under seven years of age were examined orally, thus making a total of 40,041 who were entered in the examination schedules, as having completed the attendances enjoined by the Code.

Number absent on the day of visit.

Infants examined orally.

The full import of these numbers will be more readily appreciated, as they are expressed in the form of per-centages in the following tables :—

TABLE II.—PROPORTION examined in each STANDARD.

Results of the individual examinations in per-centages.

Standards.	Year ending 31st August 1876.			Year ending 31st August 1878.		
	Per-centage of Total Number examined.	Per-centage of Number in average Attendance.	Per-centage of Total Number present.	Per-centage of Total Number examined.	Per-centage of Number in average Attendance.	Per-centage of Total Number present.
Standard VI. -	2·41	1·49	1·31	2·80	1·98	1·70
" V. -	6·28	3·89	3·46	7·66	5·42	4·64
" IV. -	12·10	7·49	6·62	15·13	10·70	9·17
" III. -	19·74	12·21	10·80	21·86	15·46	13·26
" II. -	28·28	17·50	15·47	24·67	17·45	14·96
" I. -	31·16	19·28	17·04	27·85	19·70	16·89
Totals -	99·97	61·86	54·70	99·97	70·73	60·64

TABLE III.—PROPORTION passed in each SUBJECT.

Standards.	Year ending 31st August 1876.			Year ending 31st August 1878.		
	Per-centage passed in			Per-centage passed in		
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Standard VI. -	99·44	82·93	78·34	93·71	90·39	81·13
" V. -	99·43	76·49	77·62	90·93	78·13	79·69
" IV. -	99·30	81·42	68·92	89·49	82·08	69·31
" III. -	99·68	90·11	86·95	97·30	83·81	83·60
" II. -	99·12	87·56	93·61	96·71	86·76	86·09
" I. -	97·57	96·70	83·41	90·63	94·53	80·17
Of total number examined - -	98·80	89·36	84·75	95·53	87·01	80·73

Number passed in reading, &c.

It thus appears that of the 30,066 children presented for examination, there passed in reading 28,121; in writing, 26,162; and in arithmetic, 24,273; making in all 78,556 passes out of 90,198 possible passes, or, in the form of a per-centage, 87·09 children passed in three subjects, giving a failure of 12·91 in every 100, as against 9·03 in 1876. Further, it appears (Table II., columns 3 and 6) that the proportion of children individually examined to the whole number present is 60·64 for 1878, as against 54·70 for 1876, showing an advance of 5·94 per cent. This per-centage, which contrasts favourably with that (59·77 per cent.) for the whole of Scotland, and still more favourably with that (50·70 per cent.) for the whole of England, should be kept in mind, when the other per-centages in these tables come to be considered in detail.

As compared with 1876.

Proportion examined to the whole number present in 1878 as compared with 1876.

Comparison with general results for Scotland, for England.

Viewed as a whole the results indicate progress and improvement.

Making allowance for the steady action of the compulsory clause in large towns in increasing the attendance, while it perceptibly lowers the general intelligence of the school, the per-centages in Table II., taken as a whole, indicate a certain measure of progress and improvement, more especially in the upper standards. It is not great, but it is still sufficient to argue an onward and upward motion in the schools. By the estimated census of 1877 there were in my district 74,266 children of school age, and yet in all the schools inspected during the past year there were only 42,508 in average attendance, and 49,574 present on the days of visit, while of these not a few were under 5, or over 13 years of age. 24,692 children from 5 to 13 years of age are thus unaccounted for. Even after taking into account the exceptionally large number attending secondary and private schools in Edinburgh, it is abundantly evident that there must be a large per-centage of children of school age in my district not attending any school. In the larger towns the compulsory officer does his work faithfully and well, but in some of the smaller towns, and in not a few of the rural districts the compulsory clause has, I fear, been rarely put in force, while in others it still continues practically a dead letter. Further, it appears that of the children over 7, qualified for examination in the standards, there were absent on the day of visit 3,366, or 10 per cent., and of the 6,609 under 7, 532, or 8 per cent. These children, it is true, are found on the absentee schedule, but I am inclined to think that a little pressure, judiciously applied by the proper officer, would have brought out a fair per-centage on the day of examination. Such scholars are often irregular attenders, and not likely to reflect credit either on themselves or the school, and hence the supineness of the teacher on the one hand, and the *laissez faire* policy of the school board on the other.

Number of children of school age in district.

Number provided for in State aided schools.

Number unaccounted for.

A large per-centage not attending any school.

Compulsory clause well worked in towns.

In rural districts practically a dead letter.

Number absent on days of visit.

Might be lessened.

A hindrance.

Increased proportion in higher standards.

There has been a very perceptible rise towards the upper standards during the past two years (Tables I. and II.). In the higher standards (IV. to VI.), 7,697, or 25·6 per cent., were presented for examination in 1878, as against 4,701, or 20·8 per cent., in 1876. This is, it is true, a clear gain as regards numbers, but, when the age of the children is borne in mind, it can scarcely be viewed as a satisfactory result. For, considering how large a proportion of the children presented for examination were over 10 years of age, a higher standard of efficiency might have been reasonably expected, and will, no doubt, be attained when the compulsory clause is better understood, and more uniformly and strictly enforced.

Reading.

As regards reading, the results, as given in Table III., although not equal to those for 1876, may yet be considered satisfactory. Fluency has been generally attained, but intelligent and expressive reading, even in the upper standards, is still a desideratum in many schools. This arises, I am convinced, in a great measure from the inadequate standard

which teachers as well as pupils have formed in their own minds of what constitutes good reading. They are far too easily satisfied with themselves. Few children know what good reading really is. They have rarely been shown in what it consists, or what constitutes bad reading; for too often, I fear, the teacher rather hears them read, than shows them how to read. He seems to forget that reading is an imitative art, and that no teaching of it can possibly be effective, unless the children have continually before them models of good reading in the reading of the teacher himself. Indeed, to teach children to read easily and fluently, with distinct articulation and proper expression, any book that may be placed before them, may justly be considered one of the greatest triumphs of the teacher's skill. Success in reading is the result of much previous training;—it is the sum of many excellencies, and there could be no greater mistake than to suppose that it can be attained by a monotonous and unintelligent repetition of the staple-matter of the ordinary reading books, without a careful and steady cultivation of the intelligence of the children, and such collateral instruction in parsing and analysis, as is prescribed in the Code. As I remarked above, success is here the sum of many excellencies, and can only be secured by cultivating the intelligence, and through it the taste and feelings of the children.

Writing.

The failures in writing amount to 13 per cent.; but this is no fair criterion of the state of the penmanship in the schools, as under this head are included penmanship, spelling, and composition;—subjects so different, that success in the one may be, and often is, attended with failure in the others. As a rule, penmanship is well and successfully taught in this district, and, except in Standard I., failures rarely occur from bad writing. Indeed, were more care taken to exercise the infants regularly and systematically in transcribing from the black-board letters and short words, varied occasionally with a line from their reading book, this source of failure would soon be all but dried up. Such an exercise is never viewed in the light of a task by children. They find the greatest pleasure and amusement in writing on slates, and were this exercise carefully superintended and properly directed, they would, gradually and without apparent effort on their part, attain such a readiness and proficiency, as would greatly tend to smooth their introduction to the higher work of Standard II.

As might be expected, the style and character of the handwriting differs very much in different schools. When the teacher is a good penman himself, he takes a pride in making his scholars good penmen. From the outset, he attaches proper importance to the exercise, and insists upon all the letters being well and neatly formed, and of uniform size and slope. Accuracy of transcription and neatness of execution are the rule, and good writing soon becomes a marked feature of the school. Indeed, faults in handwriting arise not so much from the character of the copy-book, the style of the exercises set on the black-board, &c., or the time devoted to the lesson, as from defects on the part of the teacher himself.

Arithmetic.

Arithmetic still continues to be the weakest subject. Here the failures amount to nearly 20 per cent., as against 15¼ per cent. for 1876. But as this deficiency occurs in the upper standards, and notably in the 4th Standard, where it rises as high as 30 per cent., the case becomes more serious and demands special investigation. In many cases there is an improvement in the methods of teaching arithmetic, but it is still, I fear, generally taught too much by rule, and too little on first principles; mechanically rather than intelligently. Not that I expect children to be able to master the principles before they have acquired a fair amount

of experience in practice; but when once they are familiar with the practical application of a rule, the principles upon which it is founded should be more minutely explained, and more repeatedly inculcated than they would seem to be. If this were systematically done, it would enable children to retain their knowledge of the rules which they had already mastered, and thus prepare them better for the new and higher work of the next standard. We would then hear fewer complaints of the hardness of the arithmetic prescribed for the 4th Standard, and of the yawning gulf separating it from the 3rd Standard, in which so many unfortunates are said annually to perish. Again, in the lower standards many failures were due to ignorance of notation, and the careless way in which not a few of the children took down the sums. Thus the expression four thousand four hundred and forty-four was more than once written down as 4,000, 400, 404, whilst the placing tens under hundreds, and units under tens was of daily occurrence; thus showing but too clearly, that dictation in arithmetic was the exception and not the rule in the school. Problems or questions, which made a demand upon the intelligence or thinking powers of the pupil, were sometimes well done, but more frequently they were not attempted; although these questions were not in themselves difficult, and could be as quickly worked by a good arithmetician as any others on the examination cards. As a general summary, therefore, I venture to think that the pupils in the upper standards are confined too exclusively to the subjects prescribed in the Code, without keeping up a familiarity with the earlier rules. Hence failure not unfrequently occurs from grave errors in calculation, and imperfect power of manipulation, even when the point of the question has been clearly apprehended, and the method of solution is correct.

Class subjects, Art. 19 C. 1 and 2.

The results of the instruction in class subjects (Art. 19 C. 1 and 2), may be seen from the following summary.—

Subjects.	Number presented.	Number passed.	Per-centage successful.
Grammar, &c. (Art. 19 C. 1) - -	15,046	11,182	74·31
Geography and history (Art. 19 C. 2) -	8,230	6,029	73·25
Totals - - -	23,276	17,211	73·94

Though the average class result (73·94 per cent.) is thus considerably lower than the corresponding result (87·09) in the standard examinations, it must still be considered fairly satisfactory. It means that 73·94 per cent. of those presented passed creditably in these four subjects — grammar, comprehension, geography, and history. As a general rule, the amount of knowledge required for a pass is not great, still the fact that of those so examined 73·94 per cent. were successful, argues that these subjects have received considerable attention during the past year. All the grammar required (Art. 19 C. 1) might easily be got up in the latter part of the session, but to comprehend what is read is no mean attainment, and cannot be acquired without daily, nay hourly practice throughout the school year.

Grammar.

History.

In my last report, I took exception to the history book in general use in the 4th Standard, but I am glad to see that several new histories have lately been published. In these the story of our country's history is more pleasingly told, and while "the ghastly line of battles, feuds, "and violent deaths that form the salient points of Scottish history" still remains, the dry details are now so blended in pleasing narrative,

as to call forth the interest of the child, and to afford ample material for the reading and the dictation lessons of Standard IV. The prescribed periods of history were, generally speaking, carefully got up. The majority of the class answered well, while the minority, though they came short of a pass, evinced such an aquaintance with the leading dates of the period as to give earnest of better results at next examination.

Geography.

Modifications suggested on geography prescribed for the standards.

In geography the field seems to me too limited. I venture, therefore, to submit for the consideration of your Lordships the following modifications on the geography prescribed for the standards (Art 28, Code 1878). Grammar begins with the 2nd Standard, why should not geography, certainly not so distasteful to the child as grammar, begin at the same time with the topography of the parish in which the school is situated, followed in Standard III. by that of the county in which the parish is situated; Scotland might then be taken in Standard IV.; England and Europe in Standard V.; and Great Britain and Ireland with the Colonies in Standard VI.? Geography would thus be taught on what would seem to be the natural method—that of proceeding from the known to the unknown. By the arrangement thus indicated, scholars would leave school with a good general knowledge of geography, whereas at present, the great majority leave school without any knowledge of the subject beyond that of Scotland.

Result anticipated.

Map-drawing well done.

Should not be confined to Standards V. and VI.

Map-drawing was generally well done, while the map of the county, prescribed to Standard V., was often drawn on slates and on paper with remarkable neatness of outline and accuracy of detail. This is a most valuable addition to the geography lesson and should not be confined to Standards V and VI.

Results of examinations in specific subjects.

The following table gives the number examined in 12 out of the 14 specific subjects, and the number passed in each, with certain per-centages to bring out more clearly the educational value of the whole :—

TABLE IV.—SPECIFIC SUBJECTS.

No.	Subjects.	Number presented.	Percentage of whole Number presented.	Number passed.	Percentage passed.	Percentage of whole Number passed.	Number of Schools in which each subject is taken.
1	Domestic economy - -	1,478	29·19	1,094	74·01	28·47	85
2	Physical geography - -	1,171	23·13	804	68·65	20·92	45
3	English literature - -	923	18·23	707	76·59	18·40	55
4	Animal physiology - -	739	14·59	623	84·30	16·21	19
5	Latin - - - -	243	4·80	181	74·48	4·71	37
6	French - - - -	170	3·35	139	81·76	3·61	26
7	Mathematics - - -	121	2·39	107	88·42	2·78	18
8	Light and heat - - -	107	2·11	96	89·71	2·49	2
9	Magnetism and electricity -	81	1·60	70	86·41	1·82	2
10	Botany - - - -	18	0·35	11	61·11	0·28	1
11	German - - - -	6	0·11	6	100·00	0·15	2
12	Chemistry - - - -	5	0·09	4	80·00	0·10	1
13	Greek - - - -	—	—	—	—	—	—
14	Mechanics - - - -	—	—	—	—	—	—
	Totals - - -	5,062	99·94	3,842	75·90	99·94	—

Of the 14 specific subjects pupils were thus presented in 12.

Number of schools taking one subject - - -	18
" " two subjects - - -	28
" " three subjects - - -	31
" " four subjects - - -	15
" " five subjects - - -	11
" " six subjects - - -	2
Total number of schools taking specific subjects - -	105

Number of schools in which specific subjects are taught.

It thus appears that out of 249 inspected schools, there are 105 in which one, or more specific subjects are taught. It further appears that in these schools 158 pupils take three specific subjects each, 1,739 pupils take two subjects each, and 1,110 only one subject each.

Number of schools in which specific subjects are ignored.

Thus 105 of the inspected schools in this district profess to teach one, or more specific subjects along with the current standard and other work, and to do this to 11·90 per cent. of the pupils in average attendance. The large number of 144 of the inspected schools have thus ignored the advantages offered in Schedule IV., preferring to concentrate time and attention on the ordinary school work as prescribed in Article 28 of the Code. Now that the Heriot out-door schools have placed Schedule IV. on their time-table, all the best schools in my district have introduced the specific subjects more or less into the ordinary work of the school; the absence, therefore, of specific subjects from the time-table of a school, may be fairly held to be indicative of weakness in some part of the school economy.

Teaching of higher subjects no excuse for neglecting elementary subjects.

Where Standard work is good Schedule IV. work is also good.

Minimum staff not sufficient in schools. Why?

I have never admitted, and have scarcely been tempted to admit, the learning of higher branches, either in literature or science, as an excuse for the slovenly or careless teaching of the elementary branches, *i.e.*, the three R.'s and their concomitants. If these are not effectually taught, every other branch should be postponed till they are brought up to a satisfactory standard. As a rule, where the standard work is good, the Schedule IV. or specific work is good also, and *vice versâ*. But the success of a school, as regards the specific or higher subjects, depends very much on the amount and efficiency of the teaching staff. Where only the minimum prescribed by the Code is allowed by a school board, much beyond the standard work can scarcely be expected. But any addition to the minimum staff sets free to the extent of that addition the headmaster, and thus enables him to devote more attention to such subjects as lie outside the standard work.

Order of preference.

Omitting domestic economy, which is a special and not altogether a voluntary subject, and having regard as well to the number of schools taking specific subjects as to the numbers presented in each subject, the order of preference, in this district at least, would seem to be English literature, physical geography, Latin, French, physiology, and mathematics. The remaining subjects, finding a place in only one or two schools, have not been taken into account. English literature, which thus occupies the first place, ought, if judiciously and properly treated, to be made one of the most valuable means of educational training, and mental discipline in the elementary school. The numbers taking languages and mathematics in the Metropolitan district will never be large, and the reason is obvious. Secondary schools are numerous and well equipped, and the means of communication are now so good and cheap, that boys go into Edinburgh from long distances to attend the High school and similar institutions.

Importance of English literature as a means of culture.

Numbers taking Latin, &c. in Metropolitan district can never be large. Why?

Physiology.

The use of manuals too common.

Means taken to counteract this.

Physiology, I fear, can hardly be taught in an elementary school, except from a text-book, and so taught, according to a high, if not the highest, authority on such a matter, its value as a subject of intellectual discipline is very much impaired. Indeed, the use of text-books or manuals, so skilfully drawn up as to anticipate many of the questions of the examiner, is far too common in other subjects where there is not the same excuse. This is much to be deprecated. In my own practice, I draw up my examination cards in such a way as to prevent the mere spoon-fed candidate from handicapping the others, who had been trained in a more legitimate way.

Schedule IV. contains six subjects on languages and mathematics, and eight on scientific subjects.

Schedule IV. contains six subjects on languages and mathematics, and eight on scientific subjects. This may seem a preponderance on the

side of science, but it really is not so, as some of the subjects are mere sections of a great whole. But granted, for the sake of argument, that there is a preponderance, the framers of the Code had to consider the interests of the many, and see that they were not sacrificed to the preference of the few. The Schedule was intended for the public or elementary school, where the scholars, generally speaking, are preparing for a life of work, in which a knowledge, elementary it may be, of mechanics, physics, or chemistry, would be much more useful than a mere smattering of classics, such as could be acquired even in the second year's course, which is rarely reached except by a select few. The educative value of the specific subjects depends so much on the Educator, that I would not venture to arrange them in the order of precedence. On such a question dogmatism is quite out of place. Although Schedule IV. contains subjects that may seldom be taken up in many schools, still I question whether there is a single subject that has not found a place on some time-table, and would, therefore, have been missed by that school. Besides, though I personally prefer languages and mathematics, as much for their intrinsic value as for their educative power, I would be very sorry to see the scientific subjects removed from the Schedule. They have a special attraction for many, and, when well taught, must also possess a high educative power. I agree, therefore, with the view of the matter taken by the Education Department, while the order, in which the subjects have hitherto been generally taken in schools, would seem to indicate a similar opinion on the part of the public.

languages and mathematics, and eight on scientific subjects.

The reason.

Educative value depends on the Educator.

Schedule IV. contains no subject that has never been taken up in some school.

The opinion of the Public the same as that of the Education Department.

Although the per-centage of the number in average attendance, who are said to be receiving instruction in these subjects, is reported to have slightly decreased, still it is not fair to argue that the higher education is losing ground, for, granted that the number is slightly smaller, the work actually done is much better. In the Metropolitan district the per-centage of success in the specific subjects was 75·9 for 1878, as against 65·5 for 1876. As a further evidence of advance it may be stated that in 1876, 68 schools, or more than two thirds of the schools taking specific subjects, took only *one* or *two* subjects, while in 1878, 59 schools, or fully one half of the schools taking specific subjects, took *three* or *more* subjects. Besides, in many schools of my district, and, I presume, in other districts, the specific subjects, with the exception of the first stage of domestic economy, are now practically confined to the scholars above Standard IV. This of itself would lessen the number of presentations considerably, and thus show results less favourable in that respect, than in former years, when the practice was to begin the presentation in Standard IV. At that time it was no uncommon thing to find the whole of Standard IV. presented sometimes in physiology, and sometimes in English literature, and, as might be expected in the standard, which, as a rule, occupies the lowest place in the ordinary work of the school, with results often anything but favourable. Indeed, considering the demands now made on the teacher by the ordinary current work, he would do well not to attempt specific subjects, at least in Standard IV., without a staff beyond the minimum enjoined by the Code.

The higher education not losing ground.

Why?

Standard IV. and the specific subjects.

Singing is now taught with more or less success throughout my district. Indeed, out of 249 inspected schools there are only 15 in which it was not taught, while all the others earned the grant. Except in the large schools of Edinburgh and Leith, comparatively few teachers attempt to give instruction "from notes," and where they do, the "tonic-sol-fa" or new notation, is generally adopted. Although the results are not always what I could wish, still the grant has never been refused,

Singing.

as the rule followed in my district has been to allow the grant in all cases, where an honest attempt to teach has been followed by a reasonable amount of success. It is, however, to be regretted that teaching music from notes is not more practised in our schools, for such teaching involves a small expenditure of time, and leaves a far more enduring impression on the minds of children than instruction by ear. Besides, wherever instruction is given from notes, whether according to the old or the new notation, part singing is usually attempted, and not unfrequently taught with much taste and expression. In not a few schools the singing is really good,—the teachers, being musical themselves, take a pride in cultivating the talent in their pupils, or a special teacher is employed to undertake the duty. For the musical capacity of children, according to Dr. Hullah, is generally good, and for its development only requires careful and systematic cultivation, but unfortunately many teachers either know little of music themselves, or seem unwilling to make a good use of the little they do know.

Needlework.

Needlework, one of the most important parts of a girl's training, continues to be taught with very varied success throughout my district. I pay particular attention to it, and as so much of the ordinary clothing can now be purchased "ready made," I am inclined to look on darning and mending as of, at least, equal importance with making an article of dress. I, therefore, insist upon actually darned stockings, with specimens of patching and mending of all descriptions, being shown to the Inspector on the day of visit. Cutting out and fixing are, I am glad to say, becoming more common in schools. This exercise is practised on paper, and specimens of the various articles of dress are often taken home to serve as patterns in household manufacture. At least three hours a week should be devoted to instruction in needlework, and, if I might be allowed the suggestion, some recognition on the part of your Lordships would tend much to foster this important branch of female education. A mother of a family may get on tolerably well with but a slender knowledge of grammar, geography, or even of arithmetic, but unless she can use her needle well, she can never become the useful and thrifty housewife. A stitch in time saves nine. Instruction in sewing cannot commence too early. As soon as the child can hold a needle, she should receive her first lesson in sewing, and it is astonishing to see how quickly an intelligent girl falls into the way of preparing and putting together the various parts of a simple piece of work. Indeed, I have not unfrequently seen button-holes, that crucial test of the expert needlewoman, so well formed and neatly worked by girls of tender years as to put to the blush many of the older girls, who had not enjoyed the same advantages in the earlier years of their school life. In a word, the aim of the mistress should be to turn out *good workers* rather than a mere display of *good work* on the closing day of the school session.

Time to be given to needlework.

Some recognition suggested.

When instruction should begin.

Discipline.

The discipline in most of the schools of my district is satisfactory. During the past year 80 schools earned the higher grant, and 162 the lower, while only seven came short of the grant, by falling a little below the mark of *good.* Indeed, had we a scale of three grades instead of two as at present, I hardly think that any school in this district would lose the grant, as the forfeitures, generally speaking, fall very little below the line of demarcation.

Registers.

With few exceptions, the time-tables are duly observed in the schools of my district, and the registers are regularly marked and closed at the proper times, while the general averages, &c. are carefully made out, and so tabulated as to be readily available for filling up the schedules at the close of the session. I regret, however, that I cannot report as favourably on the diligence of managers in attesting the accuracy of the

Duty of managers.

registers, and I gladly avail myself of this opportunity of calling the special attention of school boards to your Lordships' circular on the duty of carefully and frequently checking the registers at uncertain intervals. Each examination of the registers should be certified by an indorsement on the register itself and an entry in the log-book. A method followed in some of the larger schools of my district, and with the best results.

Pupil-teachers.

In addition to a large number of candidates for the office, 637 pupil-teachers (171 males and 466 females) were examined during the past year, as against 551 for 1876; but this increase, though considerable, is more apparent than real. A large number drop off in the course of their apprenticeship, and, compared with the number beginning, the per-centage of those who complete their engagement and enter a training college, is not so large as one would naturally expect. Again, as regards the supply of pupil-teachers the same complaints reach me as in former years. Any number of eligible female candidates may be obtained, but the supply of suitable male candidates is still as limited as formerly, and the reason is obvious. In such cities as Edinburgh and Leith there are so many openings for intelligent and well educated lads, and the temptation of a weekly wage is so great to poor and struggling parents, that present advantage is, I fear, too often preferred to future position and higher prospects.

Difficulty of getting suitable male candidates.

The cause.

Defective subjects in pupil-teachers' papers.

As a whole, their papers were fairly written. Map-drawing, composition, and "notes of a lesson" are still the weak points, and should get more attention. In some cases the notes of a lesson were well drawn up, but in too many instances it was evident that the writers had not been accustomed to prepare notes, and had, therefore, no definite idea of the meaning of the term. In geometry the propositions of Euclid seem, as a rule, to have been learned by heart, while the frequent blunders in definitions and axioms showed clearly that no intelligent mastery of elementary truths had been acquired. In algebra the small amount prescribed was often poorly done. In grammar the parsing was sometimes meagre, while the analysis of a passage, presenting any difficulty, was rarely well done. Arithmetic, geography, and history are the subjects in which they appear to most advantage, but even here there is considerable room for improvement. From a general review, therefore, of the pupil-teachers' work, I infer that preparation is not equally diffused over the year, but is hurried on in the months immediately preceding the examination. In other words, there is too much cram and too little intelligent and systematic instruction. Did space permit, I should have liked to refer to the instruction of pupil-teachers in school-keeping and teaching, but it may suffice to state that, with a few noted exceptions, they are allowed to grow up very much as nature and inclination direct.

The cause.

Too little attention given to instruction in school-keeping and teaching.

Visits without notice.

During the past year 246 schools were visited without notice either by myself, or by one of my junior colleagues. Some of these schools were visited twice, and in very exceptional cases even three times. On these occasions very few irregularities were found, either in registration, the due observance of the time-table, or in the way of keeping the log-book. An entry of each visit was invariably made in the log-book, and the more serious cases of deficiency (only eight in number) were at once reported to the Education Department. Much good must result from such visits. They are valuable both to the Inspector and the teacher. Indeed, it is only in this way that one can see the real inner life of a school. On the day of inspection ordinary instruction is suspended, so that the only opportunity of seeing the school in its every day working dress is that afforded by the visit without notice. While the registers are being examined, &c. the work goes on as usual, each

vailing defects were indistinctness, mispronunciation, and want of expression.

Writing still continues to be the favourite branch, and many creditable specimens were shown on the evenings of inspection, but these were more than counterbalanced by the imperfect attempts of those, who had either entirely lost what they had acquired at the day school, or who had, during the short session, barely mastered the most elementary stages. Writing.

As in the day school arithmetic was weak, and more especially in the lower standards. There, a knowledge of numeration and notation was scarcely to be met with, while accuracy of calculation and neatness of manipulation were rare accomplishments in any standard. Arithmetic.

The registers appear to have been faithfully kept, and in accordance with Circular 65, but greater care should be taken to ascertain the standard (if any) in which the scholars were last examined, as it is to be feared that many are presented in standards considerably below those in which they had previously passed in the day school, if one may judge from the comparative ease and rapidity, with which the work is sometimes done by a certain part of almost every standard. Registers. Many presented in too low standards.

The teachers are generally efficient, but the attendance of the scholars is unsteady and fitful, while the tendency, so marked in town schools, to try a new school each session is a serious drawback to all real progress and improvement. So prevalent, indeed, is this pernicious habit, that the number attending the same school for two successive sessions is all but *nil*. Attendance unsatisfactory.

The Edinburgh School Board have, I believe, taken steps that seem likely to secure a higher average attendance and consequent presentation, and it is to be hoped that some remedy may also be found for the serious drawback to which reference has just been made. Steps taken by Edinburgh School Board to improve attendance.

Upon the whole, the evening schools in my district are faithfully and efficiently taught, and are doing good work among a class that would otherwise have no opportunity either of keeping up, or supplementing their slender stores of knowledge. Advantage of evening schools.

I cannot bring this report to a close without acknowledging how much I owe to the loyal and hearty co-operation of my three junior colleagues, and to the untiring zeal, energy, and intelligence of my excellent assistant, Mr. Small. Indeed, my time is now so much occupied by the training colleges, that I can personally inspect and report on only a very limited number of schools.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

PART III. OF APPENDIX.

TRAINING COLLEGES.

SYLLABUS OF SUBJECTS OF EXAMINATION AT CHRISTMAS 1879.

MALE CANDIDATES.

The Examination for Certificates will commence on Monday, the 15th of December 1879, at 3 p.m.

1. This syllabus shows the extent of the examination, but acting teachers may obtain certificates who can answer simple questions confined to the following subjects :—

1. English history (leading facts).
2. Geography (elements of, and British).
3. *Arithmetic (including proportion, practice, vulgar and decimal fractions).
4. *English composition, spelling, and parsing.
5. *The management of a school, including, in all cases, questions under sections 2 b, and 3 of the second year's paper on this subject.

   Special attention is directed to the requirements of the Code (Article 19 A.) respecting discipline, which are as follows:—

   "To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act."
6. Geometry, in the case of candidates for a certificate qualifying them to be entrusted with the charge of pupil-teachers.

2. Failure in any of the subjects marked with an asterisk, or in reading or penmanship, excludes a candidate from a certificate.

3. Acting teachers attending the examination may, at their option, take the papers of the first or second year. The questions set will be such as can be answered from text books in common use.

4. The relative proficiency of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates.

Reading and Repetition from Memory.*

First Year.

To read with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 300 consecutive lines of poetry from the work selected under Grammar (section

* The students of the *first* year will be expected to read a passage from Scott's *Marmion*, Byron's *Childe Harold*, and Macaulay's *Historical Essays*; the students of the *second* year from Shakespeare's *Tempest* and *Macbeth*, from Johnson's *Lives of the Poets*, and from a newspaper. These authors must not be studied in class, but must be left to the private reading of the students.

2), some of which he will be called upon to repeat at the annual inspection of the training college.

Second Year.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences. Each *student* must have learned at least 300 consecutive lines of poetry, or 200 consecutive lines of prose, from one of the works named under Grammar, and will be called upon to repeat some part at the annual inspection of the training college.

PENMANSHIP.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from dictation.
3. The general character of the writing in the examination papers.

Second Year.

As in first year, but defects more severely visited with loss of marks.

NOTE.—Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

SCHOOL MANAGEMENT.*

First Year.

1. To answer questions on the best methods of teaching reading, spelling, writing, arithmetic, and other common subjects of elementary instruction, generally, and with special reference to the development of the intelligence of children.
2. To answer questions on the art of oral teaching generally.
3. To write notes of a lesson on sanitary questions, investment of savings, and "common things."

Second Year.†

1. To teach a class in the presence of Her Majesty's Inspector.‡
2. To answer questions in writing on the following subjects :—
   a. The different methods of organising an elementary school.
   b. The form of school registers, the mode of keeping them, and making returns from them.
   c. The mode of teaching geography, history, and grammar, generally, and with special reference to the development of the intelligence of children.
3. Questions connected with moral discipline, as affecting the character and conduct of children.

GRAMMAR AND COMPOSITION.

First Year.

1. The elements of grammar.
2. To parse words selected from a passage in Milton's *Samson Agonistes*. (*December* 1879.)

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* Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† No student will be examined unless the principal certifies that he has spent at least 6 weeks, or 150 hours, in the practising and model schools, under proper superintendence, during his residence, and at least half that time during his second year.

‡ Students to be examined under Article 105 must also teach a class in the presence of Her Majesty's Inspector.

GEOMETRY.

First Year.

The first two books of Euclid, with simple deductions from the propositions.

Second Year.

The first four books of Euclid, and the first *fifteen* propositions of the Sixth Book, with simple deductions from the propositions.

ECONOMY.

Second Year.

Elementary Questions in Political Economy. Works on this subject, published of late years for use in schools, contain matter to which these questions will have reference.

VOCAL MUSIC.

First Year.

1. Notation: The treble and bass staves, and the relation between them.
2. Time: Simple common, and simple triple.
3. The scales, major and minor; with the intervals (major and minor, perfect or other) found in both, and the chromatic intervals found in the latter.
4. Transposition from one key to another; and transcription from one variety of time to another (as from $\frac{3}{2}$ to $\frac{3}{4}$).

Second Year.

1. Notation: The alto and tenor staves, and their relations to the treble and bass.
2. Time: Compound common, and compound triple.
3. Classification of intervals, as perfect and imperfect, consonant and dissonant.
4. Resolution of individual dissonant intervals.
5. Rudiments of harmony: Positions of chords; progression; inversion; discords by suspension (on fundamental basses only); the discord of the dominant seventh (in its direct form only).

NOTE.—A *paper* on this subject is not given to any student, about to leave the Training College, who has not passed the Musical Inspector's examination in practical skill. Acting teachers who take this paper must produce a certificate from some competent person (such as the organist of their church) that they have "*such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.*"

DRAWING.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training colleges* under inspection some time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art, at times to be learned from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate under this Syllabus.]

The series of exercises prescribed in the Art Directory* of the Department of Science and Art, for a drawing certificate of the second grade.

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* For information respecting the examinations in Science and Art, and for copies of the Science and Art Directories, application may be made to "The Secretary, Science and Art Department, South Kensington, London, W."

Special Subjects.

Additional marks will be given to a candidate for success in some of the following subjects, provided that he passes for a certificate, according to this syllabus, without counting marks for these special subjects.

I. Languages.

1. Latin.	3. French.
2. Greek.	4. German.

Candidates may take one, or two (but not more) of these languages. *Students* will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

First Year.

This paper will contain grammatical questions, and easy passages* in prose for translation from and into English.

Second Year.

This paper will contain harder passages* (in poetry as well as prose), for translation from and into English prose, with questions upon the construction of particular sentences.

II. Science.

See Extracts from Minute of 17th January 1878.

At Whitehall, the 17th day of January 1878.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

1. The Lords of the Committee of Council on Education consider the subject of science instruction in Training Colleges. They believe that the time has arrived when a special examination should be instituted at a period of the year better adapted to the Training Colleges than May; and that the nature of the examination and the payments made on the results should be modified to suit the circumstances of those colleges.

2. They therefore determine that in future a special examination in science shall be held in Training Colleges in December, immediately before the ordinary Christmas examination.

3. *The examination will not be open to acting teachers.* It will be held in those subjects only for which a special course of instruction is provided in the time-table of the college, and will be conducted by one of Her Majesty's Inspectors, or by an officer of the Science and Art Department.

4. No student in a Training College will be allowed to attend the May examinations of the Science and Art Department.

5. The examination will be confined to the following nine subjects :—

1. Mathematics.
2. Theoretical mechanics.
3. Applied mechanics.
4. Acoustics, light, and heat.
5. Magnetism and electricity.
6. Inorganic chemistry, including practical chemistry.
7. Animal physiology.
8. Elementary botany.
9. Physiography.

* In 1879, the passages will be taken from *Cæsar de Bello Gallico*, Book IV., chap. 1–38 (omitting chap. 17), Virgil's *Æneid*, Book VI., Xenophon's *Anabasis*, Book III., Euripides' *Alcestis*, Madame de Staël's *Le Directoire*, Racine's *Iphigénie*, Sybel's *Prinz Eugen von Savoyen*, and Goethe's *Hermann und Dorothea*.

6. No student will be permitted to take up more than *two* subjects in any one year. Women will not be permitted to take more than one subject in a year.

7. The examination, except for mathematics, will be based on the syllabus of the several subjects given in the Science Directory. But the two stages, elementary and advanced, will be treated as a whole—one paper only being set. These examination papers will be framed much as the present May papers are framed, that is to say, with a certain number of compulsory questions and a certain number of optional questions, some of the latter being more difficult, and more highly marked, than the rest. Questions will also be set on the method of teaching various branches of the subject. The syllabus for the mathematical examination is given in the Appendix.

8. The successful students will be placed in the first or second class, the standard for a second class being as high as that of a *good* second class in the present advanced stage, and for the first class of a *good* first class in the advanced stage.

9. All students who pass will be registered as qualified to earn payments on results and will receive certificates, but no prizes will be given.

APPENDIX.

Syllabus for Mathematics in Training Colleges.

Geometry—

All the propositions of plane geometry, including the doctrine of proportion, so far as it is treated in the definitions of the fifth and in the sixth book of Euclid.

Algebra—

Up to indeterminate coefficients and continued fractions.

Logarithms—

Trigonometry—

So far as it is required for the measurement of triangles, areas, heights, and distances.

Solid Geometry—

First principles, including the volume and surface of the right cylinder, cone, and sphere.

A student who passes in this subject will be registered as qualified to earn payments on results in stages 1, 2, 3, and 4 of mathematics.

N.B.—1. A student may not, in either year, take up more than *four* special subjects.

2. A student who, at the end of his first year, passes with credit in history, or geography, or both, may in his second year omit such subject, or subjects.

3. A student who fails to pass with credit in either, or both, of these two subjects, must take it, or them, up again in his second year, and may not, in that year, take up more than *three*, or *two*, special subjects.

4. Acting teachers, who attend the Christmas examination, will receive additional marks for any two of the specified science subjects, in which they may have obtained a first, or second, class, in the advanced stage, or in honours, at one of the May examinations held by the Science and Art Department.

3. Arithmetic (as far at least as the wi

4. *English composition, spelling, and p

5. *The management of a school.

Special attention is directed to the req
19 A.) respecting discipline, which are a
"To meet the requirements respectin
teachers will be expected to satisfy the I
is taken, in the ordinary management of
dren in habits of punctuality, of good m
ness and neatness, and also to impress u
of cheerful obedience to duty, of consi
and of honour and truthfulness in word a

2. Failure in any of the subjects mark
reading, or penmanship, excludes a candidat

3. Acting teachers attending the examin
take the papers of the first or second year.
such as can be answered from text books in

4. Teachers of infants will find question
teaching of infants.

5. The relative proficiency of the candidat
and whether they take the papers of the first
in their certificates.

READING, AND REPETITION F

First Year.

To read with a distinct utterance, due att
and just expression. Each *student* must ha
secutive lines of poetry from the work select
2), some of which she will be called upo
inspection of the training college.

Second Year.

Candidates will be expected to show improv
of reading, such as expression, modulation of
very of long or involved sentences. Each *st*
least 200 consecutive lines of poetry from
Grammar (section 2), in addition to what s
year, and will be called upon to repeat some
of the training college.

2. To write a passage from dictation.
3. The general character of the writing in the examination papers.

Second Year.

As in first year, but defects more severely visited with loss of marks.

NOTE.—Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

SCHOOL MANAGEMENT.*

First Year.

1. The methods and principles of elementary teaching, generally, and with special reference to the development of the intelligence of children.
2. Notes of lessons.
3. To answer questions on the form of, mode of keeping, and making returns from school registers. (*Students* of the first year, who are proceeding to a second year's residence, may omit *this part* of the paper.)
4. Special subjects for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants :—
   a. Method of teaching infants, and of conducting an infant school.
   b. Notes of object lessons ;—such as common domestic processes ; functions of the human body ; common plants, animals, and minerals—their appearance and use.

Second Year.

1. To teach a class in the presence of the Inspector.†
2. To answer questions in writing on the following subject :—
   a. The different methods of organising an elementary school.
   b. The form of, the mode of keeping, and of making returns from school registers.
3. Questions connected with moral discipline, as affecting the character and conduct of children.

NOTE.—Only a per-centage of the marks for these exercises will be given in the case of those students (of the second year)† who do not present a certificate signed by the mistress of the practising school or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the training college, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

GRAMMAR AND COMPOSITION.

First Year.

1. Parsing and analysis of simple sentences.
2. An explanation of the meaning, words, and allusions of a passage from Goldsmith, *or* Scott, *or* Heber.

The examples for these exercises will be taken in 1879 from the *fifth* Canto of *The Lady of the Lake*, from Goldsmith's *Traveller* and *Deserted Village* (*together*), and from Heber's *Palestine*. *One* only of the authors named may be selected by candidates.

3. To write plain prose upon a given subject.

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* Passages taken from the Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† Students examined under Article 105 must teach a class and present a certificate of practical skill.

First

1. Elementary knowledge of the s
and of the distribution of land and v
2. The physical and political geog
3. Map drawing, confined to this

Second

1. The British Empire and its de
2. The physical and political geog
3. Map drawing, confined to these

HIST

(The papers will contain questi

First

Elementary facts, general outline, a
accession of the Tudors.

Second

Elementary facts, general outline, a
the accession of the Tudors to the pr

ARITH

First

1. The first four rules.
2. Practice, and bills of parcels.
3. Simple proportion.
4. Vulgar fractions.
5. Decimal fractions.
6. An exercise in mental arithmeti

The figures must be well formed, a
and as good models for children to im

Second

1. As in first year.
2. Simple and compound interest.

SEWING AND C

Domestic Economy.

First Year.

1. Clothing, including questions on needlework.
2. Food.
3. Cooking.
4. Laundry.

Second Year.

1. As in first year.
2. Household expenses, and investment of money.
3. Practical rules for the preservation of health.

Note.—Only a per-centage of the marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

Vocal Music.

First Year.

1. Notation: The treble and bass staves, and the relation between them.

2. Time: Simple common and simple triple.

3. The scales, major and minor; with the intervals (major and minor, perfect or other) found in both, and the chromatic intervals found in the latter.

4. Transposition from one key to another; and transcription from one variety of time to another (as from $\frac{3}{2}$ to $\frac{3}{4}$).

Second Year.

1. Notation: The alto and tenor staves, and their relations to the treble and bass.

2. Time: Compound common, and compound triple.

3. Classification of intervals, as perfect and imperfect, consonant and dissonant.

4. Resolution of individual dissonant intervals.

5. Rudiments of harmony: Positions of chords; progression; inversion; discords by suspension (on fundamental basses only); the discord of the dominant seventh (in its direct form only).

Note.—A *paper* on this subject is not given to any student, about to leave the Training College, who has not passed the Musical Inspector's examination in practical skill. Acting teachers who take this paper must produce a certificate from some competent person (such as the organist of their church) that they have "*such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.*"

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training colleges* under inspection some time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art, at times to be learned from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate under this Syllabus.]

The series of exercises prescribed in the Art Directory* of the Department of Science and Art, for a drawing certificate of the second grade.

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* For information respecting the examinations in Science and Art, and for copies of the Science and Art Directories, application may be made to "The Secretary, Science and Art Department, South Kensington, London, W."

5. The examination will be confined to the following nine subjects :—

1. Mathematics.
2. Theoretical mechanics.
3. Applied mechanics.
4. Acoustics, light, and heat.
5. Magnetism and electricity.
6. Inorganic chemistry, including practical chemistry.
7. Animal physiology.
8. Elementary botany.
9. Physiography.

6. No student will be permitted to take up more than *two* subjects in any one year. *Women will not be permitted to take more than one subject in a year.*

7. The examination (except for mathematics) will be based on the syllabus of the several subjects given in the Science Directory. But the two stages, elementary and advanced, will be treated as a whole—one paper only being set. These examination papers will be framed much as the present May papers are framed, that is to say, with a certain number of compulsory questions and a certain number of optional questions, some of the latter being more difficult and more highly marked than the rest. Questions will also be set on the method of teaching various branches of the subject.

8. The successful students will be placed in the first or second class, the standard for a second class being as high as that of a *good* second class in the present advanced stage, and for the first class of a *good* first class in the advanced stage.

9. All students who pass will be registered as qualified to earn payments on results and will receive certificates, but no prizes will be given.

List of Training Colleges under Inspection in Scotland.

Name of Training College.	Name and Address of Correspondent.
For Mistresses only. (3.)	
Aberdeen (Church of Scotland) -	Messrs. Simpson & Cruden, 35, Castle Street, Aberdeen.
Aberdeen (Free Church) - -	R. Lumsden, Esq., Aberdeen.
Edinburgh, Dalry House (Scot. Epis.) -	Rev. C. Smith, Dalry House, Edinburgh.
For both Masters and Mistresses. (4.)	
Edinburgh, Castle Hill Terrace (Church of Scotland).	S. S. Laurie, Esq., 22, Queen Street, Edinburgh.
Edinburgh, Moray House (Free Church)	A. Thomson, Esq., Free Church Educational Committee, Edinburgh.
Glasgow, Dundas Vale (Church of Scotland).	S. S. Laurie, Esq., New City Road, Glasgow.
Glasgow (Free Church) - - -	W. Kidston, Esq., Free Church Training College, Glasgow.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

TRAINING COLLEGE.		Number of Officers.		Number of Students in training, February 1878.			Number who quitted College at end of 1878.	Number of new Admissions in 1879.	Number of Students' in training, February 1879.			Accommodation for.	Passed for.
		In College (including Principal).	In Practising School* (exclusive of Pupil-teachers).	Queen's Scholars (Article 96).	Others.	Total.			Queen's Scholars (Article 96).	Others.	Total.		
CHURCH OF SCOTLAND at - -	Aberdeen, *Female* -	11	1	80	—	80	40	35	74	—	74	†	80
	Edinburgh, *Male* -	10	3	93	2	95	43	41	89	—	89	†	205
	" *Female*			105	—	105	54	45	93	—	93	—	
	Glasgow, *Male* -	9	3	100	—	100	46	43	93	—	93	†	212
	" *Female* -			104	—	104	47	45	95	—	95	—	
FREE CHURCH IN SCOTLAND, at - -	Aberdeen, *Female* -	4	3	75	—	75	38	31	68	—	68	†	75
	Edinburgh, *Male* -	11	1	89	—	89	40	40	86	—	86	†	200
	" *Female*			111	—	111	55	53	104	—	104	—	
	Glasgow, *Male* -	10	3	85	—	85	38	40	86	—	86	†	220
	" *Female* -			135	—	135	62	52	122	—	122	—	
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh, *Female* - - - - -		7	1	60	—	60	30	30	60	—	60	60	60
		62	15	1,037	2	1,039	493	455	970	—	970	60	1,052

* In cases where the teachers of the Practising School are also teachers of method in the Training College they are included in the staff of the latter.

† The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh part of the *female* students are lodged in boarding houses in connexion with and under the control of these Colleges.

(No. 1.)

IMARY showing ORIGINAL COST of BUILDINGS, EXPENDITURE in 1878, and NUMBER of ST

S.	Original Cost of Buildings.			Amount of Expenditure for Year 1878.			
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Committee of Council.	Balance from other Sources.	Total.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
- -	14,699 7 10½	11,847 8 0	26,546 15 10½	14,436 5 3	3,722 17 5	18,159 2 8	18

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

TRAINING COLLEGE.		Number of Officers.		Number of Students in training, February 1878.			Number who quitted College at end of 1878.	Number of new Admissions in 1879.	Number of Students' in training, February 1879.			Accommodation for.	Passed for.
		In College (including Principal).	In Practising School* (exclusive of Pupil-teachers).	Queen's Scholars (Article 96).	Others.	Total.			Queen's Scholars (Article 96).	Others.	Total.		
CHURCH OF SCOTLAND at - -	Aberdeen, *Female* -	11	1	80	—	80	40	35	74	—	74	†	80
	Edinburgh, *Male* -	10	3	93	2	95	43	41	89	—	89	†	205
	„ *Female*			105	—	105	54	45	93	—	93	—	
	Glasgow, *Male* -	9	3	100	—	100	46	43	93	—	93	†	212
	„ *Female* -			104	—	104	47	45	95	—	95	—	
FREE CHURCH IN SCOTLAND, at - -	Aberdeen, *Female* -	4	3	75	—	75	38	31	68	—	68	†	75
	Edinburgh, *Male* -	11	1	89	—	89	40	40	86	—	86	†	200
	„ *Female*			111	—	111	55	53	104	—	104	—	
	Glasgow, *Male* -	10	3	85	—	85	38	40	86	—	86	†	220
	„ *Female* -			135	—	135	62	52	122	—	122	—	
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh, *Female* - - - - - -		7	1	60	—	60	30	30	60	—	60	60	60
		62	15	1,037	2	1,039	493	455	970	—	970	60	1,052

* In cases where the teachers of the Practising School are also teachers of method in the Training College they are included in the staff of the latter.

† The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh part of the *female* students are lodged in boarding houses in connexion with and under the control of these Colleges.

No. 5. (B.)—Summary of Results of Examination of Students in Training Colleges at Christmas 1878.

Males.

College.	Second Year.					First Year.					
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	4th Division.	
Edinburgh (Church of Scotland) - -	42	19	16	7	—	49	18	21	10	—	—
Edinburgh (Free Church) - - -	40	13	18	9	—	46	28	16	2	—	—
Glasgow (Church of Scotland) - - -	46	16	20	9	1	50	10	30	10	—	—
Glasgow (Free Church) - - -	38	17	15	6	—	43	14	25	4	—	—
Total - -	166	65	69	31	1	188	70	92	26	—	—

Females.

College.	Second Year.					First Year.					
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	4th Division.	
Aberdeen (Church of Scotland) - -	40	17	21	2	—	38	20	15	3	—	—
Aberdeen (Free Church) - - -	36	15	16	5	—	37	16	18	3	—	—
Edinburgh (Church of Scotland) - -	50	18	24	7	1	52	21	30	1	—	—
Edinburgh (Episcopal Church) - - -	30	7	20	3	—	30	15	15	—	—	—
Edinburgh (Free Church) - - -	54	23	30	1	—	52	39	12	1	—	—
Glasgow (Church of Scotland) - - -	47	24	16	7	—	49	28	19	2	—	—
Glasgow (Free Church) - - -	61	25	18	18	—	67	26	39	2	—	—
Total - -	318	129	145	43	1	325	165	148	12	—	—

No. 5. (B.)—Summary of Results of Examination of Students in Training Colleges at Christmas 1878.

Males.

College.	Second Year.					First Year.					
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	4th Division.	
Edinburgh (Church of Scotland) - -	42	19	16	7	—	49	18	21	10	—	—
Edinburgh (Free Church) - - -	40	13	18	9	—	46	28	16	2	—	—
Glasgow (Church of Scotland) - - -	46	16	20	9	1	50	10	30	10	—	—
Glasgow (Free Church) - - -	38	17	15	6	—	43	14	25	4	—	—
Total - -	166	65	69	31	1	188	70	92	26	—	—

Females.

College.	Second Year.					First Year.					
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	4th Division.	
Aberdeen (Church of Scotland) - -	40	17	21	2	—	38	20	15	3	—	—
Aberdeen (Free Church) - - -	36	15	16	5	—	37	16	18	3	—	—
Edinburgh (Church of Scotland) - -	50	18	24	7	1	52	21	30	1	—	—
Edinburgh (Episcopal Church) - - -	30	7	20	3	—	30	15	15	—	—	—
Edinburgh (Free Church) - - -	54	23	30	1	—	52	39	12	1	—	—
Glasgow (Church of Scotland) - - -	47	24	16	7	—	49	28	19	2	—	—
Glasgow (Free Church) - - -	61	25	18	18	—	67	26	39	2	—	—
Total - -	318	129	145	43	1	325	165	148	12	—	—

(No. 6.)—Tabulated Results of Examination, Christmas, 1878,—*continued.*

MALE STUDENTS OF THE FIRST YEAR.

Training College.	Number examined.	Mental Arithmetic.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Penmanship.	Euclid.	Algebra and Mensuration.	Music.	Spelling. Candidates who made No Mistakes in Dictation Exercise.	Spelling. Candidates who made only One Mistake in Dictation Exercise.
Edinburgh, Church of Scotland -	49	26*	39*	40*	39*	33	38	41	72	46	29*	20*	38	1	35
" Free Church -	46	22†	48†	39‡	34‡	31	45	88	78	47	39†	28†	38	8	23
Glasgow, Church of Scotland -	50	18§	46§	37‖	37‖	29	40	30	75	49	37§	34§	32	32	12
" Free Church - -	43	19¶	41¶	38	42	33	39	48	79	47	32¶	28¶	35	13	19
Total - - - -	188	18	43	38	38	31	40	39	76	47	34	29	36	54	79

continued.

Training College.	Languages. Latin. Number examined.	Latin. Average Number of Marks.	Greek. Number examined.	Greek. Average Number of Marks.	German. Number examined.	German. Average Number of Marks.	French. Number examined.	French. Average Number of Marks.	Sciences. Mathematics. Number examined.	Mathematics. Average Number of Marks.	Theoretical Mechanics. Number examined.	Theoretical Mechanics. Average Number of Marks.	Applied Mechanics. Number examined.	Applied Mechanics. Average Number of Marks.	Acoustics, Light, and Heat. Number examined.	Acoustics, Light, and Heat. Average Number of Marks.	Magnetism and Electricity. Number examined.	Magnetism and Electricity. Average Number of Marks.	Inorganic Chemistry. Number examined.	Inorganic Chemistry. Average Number of Marks.	Animal Physiology. Number examined.	Animal Physiology. Average Number of Marks.	Elementary Botany. Number examined.	Elementary Botany. Average Number of Marks.	Physiography. Number examined.	Physiography. Average Number of Marks.
Edinburgh, Church of Scotland -	49	78	—	—	—	—	30	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
" Free Church -	44	76	7	74	—	—	37	71	—	—	—	—	—	—	—	—	43	50	—	—	34	18	—	—	—	—
Glasgow, Church of Scotland -	47	72	3	85	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	47	54
" Free Church -	42	70	36	51	—	—	—	—	—	—	—	—	—	—	—	—	43	41	—	—	—	—	—	—	—	—
Total - - - -	182	74	46	57	—	—	67	68	—	—	—	—	—	—	—	—	86	45	—	—	34	18	—	—	47	54

* Excluding 8 University Students. † Excluding 13 University Students. ‡ Excluding 6 University Students.
§ " 5 " " ‖ " 2 " " ¶ " 10 " "

(No. 6.)—Tabulated Results of Examination, Christmas 1878—*continued.*

FEMALE STUDENTS OF THE FIRST YEAR.

Training College.	No. examined.	Mental Arithmetic.	Arithmetic.	Grammar.	Composition.	Geography.	History.	School Management.	Reading and Repetition.	Penmanship.	Needlework.	Domestic Economy.	Music.	Spelling. Candidates who made No Mistakes in Dictation Exercise.	Spelling. Candidates who made only One Mistake in Dictation Exercise.
Aberdeen, Church of Scotland	38	11	62	41	33	34	34	52	78	44	43	49	39	16	14
" Free Church	37	11	66	39	30	27	30	50	75	47	66	51	41	16	11
Edinburgh, Church of Scotland	52	9	56	44	30	33	36	46	73	49	48	45	42	27	10
" Episcopal	30	11	67	48	34	28	41	58	72	50	62	52	44	9	9
" Free Church	52	12	68	42	33	30	37	53	76	54	67	51	40	19	21
Glasgow, Church of Scotland	49	14	67	43	31	25	27	44	75	55	56	46	40	30	10
" Free Church	67	10	59	41	33	34	35	49	77	49	62	45	37	30	27
Total	325	11	63	42	32	31	34	50	75	50	58	48	40	147	102

(*continued.*)

Training College.	Languages. Latin. Number examined.	Latin. Average Number of Marks.	German. Number examined.	German. Average Number of Marks.	French. Number examined.	French. Average Number of Marks.	Sciences. Mathematics. Number examined.	Mathematics. Average Number of Marks.	Theoretical Mechanics. Number examined.	Theoretical Mechanics. Average Number of Marks.	Applied Mechanics. Number examined.	Applied Mechanics. Average Number of Marks.	Acoustics, Light, and Heat. Number examined.	Acoustics, Light, and Heat. Average Number of Marks.	Magnetism and Electricity. Number examined.	Magnetism and Electricity. Average Number of Marks.	Inorganic Chemistry. Number examined.	Inorganic Chemistry. Average Number of Marks.	Animal Physiology. Number examined.	Animal Physiology. Average Number of Marks.	Elementary Botany. Number examined.	Elementary Botany. Average Number of Marks.	Physiography. Number examined.	Physiography. Average Number of Marks.
Aberdeen, Church of Scotland	—	—	—	—	38	55	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
" Free Church	—	—	—	—	37	48	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edinburgh, Church of Scotland	—	—	—	—	46	57	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
" Episcopal	—	—	—	—	24	37	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
" Free Church	—	—	—	—	41	62	—	—	—	—	—	—	—	—	—	—	—	—	27	12	—	—	—	—
Glasgow, Church of Scotland	—	—	—	—	49	57	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
" Free Church	—	—	—	—	32	44	—	—	—	—	—	—	—	—	35	33	—	—	—	—	—	—	—	—
Total	—	—	—	—	267	53	—	—	—	—	—	—	—	—	35	33	—	—	27	12	—	—	—	—

On referring to the above statement, in connexion with the appended reports, it appears that, while a fair amount of time is given to the instruction of the students in needlework and cutting-out, too little, comparatively, is allowed in the time-tables for the practice of teaching in the industrial departments of the practising schools. As every young woman can use her needle and scissors more or less skilfully, it may be fairly assumed that the students, about two-thirds of whom had been pupil-teachers, are acquainted with the ordinary details of needlework, when they enter the training college. But as regards the teaching of needlework, the case is otherwise, and the reason is obvious. Pupil-teachers may, and probably do, know something about teaching, but the others, forming about a third of the whole number, have had no experience whatever. Attendance in the practising school should, therefore, go hand-in-hand with instruction in the college. I discussed this question with the authorities at my recent visit to the training colleges, and I have good hopes that means will be taken to remedy this defect in the course of the present session.

A fair amount of time given to instruction in needlework, but too little to practice in teaching.

Attendance in practising school should go hand-in-hand with instruction.

The number of colleges remains the same, and the number in attendance at all the colleges during 1878 was 1,021, as against 1,012 for 1877, distributed as follows:—

Number of colleges.

Number of students in attendance.

Name of College.	Males.		Females.		Average Annual Salary after Two Years' Residence in Training College.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	Males.	Females.
					£ s. d.	£ s. d.
Edinburgh Church of Scotland -	50	43	54	50	80 0 0	65 0 0
„ Free Church - -	46	42	54	55	85 8 0	67 5 0
„ Episcopal Church -	—	—	30	30	—	70 0 0
Glasgow Church of Scotland -	50	47	50	47	80 0 0	70 0 0
„ Free Church - -	46	39	72	62	85 0 0	70 0 0
Aberdeen Church of Scotland -	—	—	40	40	—	61 10 0
„ Free Church - -	—	—	38	36	—	62 4 3
Totals - -	192	171	338	320	In some cases there is a house in addition.	

There were thus one male student, and eight female students more than in 1877.

Again, on referring to the above table, it will be seen, that the average salary of students on leaving the training college, after a residence of two years, is for males 82*l.* 14*s.*, and for females 66*l.* 11*s.* 4*d.*, as against 84*l.* 15*s.*, and 65*l.* 13*s.* 6*d.* for 1877, showing a decrease of 2*l.* 3*s.* in the case of males, and an increase of 17*s.* 10*d.* in the case of females. In the circumstances this need excite no surprise, as, except in the case of fixed salaries, all incomes are this year less than they were last year. With returning prosperity, however, the incomes of teachers will no doubt rise along with those of other classes.

Present average salary on leaving training college.

As in former years, some of the students left at the end of their first year's training. The number was small in the case of any college, but it is still too large, as, with the demands now made for university training on the part of the males, and higher culture on the part of the females, a systematic and continuous course of training, extending over two years, is absolutely necessary to prepare them thoroughly for the

Number of students who left at the end of their first year's training.

sent up. Several papers, which were far from full, yet showed that the knowledge, though limited, was real. In grammar, parsing and analysis were generally very fairly, and sometimes even well done, but composition was often meagre, showing much poverty both of thought and expression. In geography, map drawing is the point requiring most improvement. On the whole, with the exception of map drawing, the papers showed a creditable knowledge of the main outlines and facts of the subject. The knowledge of geographical facts was very creditable, but the questions, in which more was required than a mere statement of facts, were not, as a rule, so well done. In history there were too many signs of "cram"; short text-books, mostly bad ones, have been learned by heart, and the same phrases occur in paper after paper; many papers were good, and few were positively bad. In school management the papers gave little evidence of the subject having received any special or careful attention in the training of pupil-teachers, while as regards "notes of a lesson" they were very disappointing. "Notes of a lesson" were, as a rule, poorly done. This was specially the case with the majority of the candidates from country schools, while those, who had not been pupil-teachers, were rarely able to give, in a satisfactory manner, either the matter or form for a lesson on one of the simple subjects specified in the paper. In domestic economy candidates made generally a very fair appearance. On sewing the answers were, upon the whole, good, and also on general household management. In languages, while some improvement was visible, there is still ample room for more: knowledge of grammar a marked deficiency, and, as might be expected, translation from English much poorer than translation into English.

Grammar.

Geography.

History.

School management.

Domestic economy.

Languages.

Although much of the work was thus evidently of an inferior character, and below the average of what might fairly be expected from candidates, none of whom were under 18 years of age, and many of whom had enjoyed special advantages as pupil-teachers, still it is manifest from these reports, that a certain proportion of the candidates gave in papers of such merit on arithmetic, grammar, geography, and history as might entitle them at least to partial, if not to entire, exemption from the details of these subjects during their residence in the training college. This would be a matter of great importance, especially to students on the male side, as much valuable time would thus be set free for university subjects, which now press so heavily upon the more studious and anxious among the young men.

Much of this work inferior; but some of the papers on arithmetic, &c. of such merit as might warrant partial exemption from these branches, &c.

A matter of importance to male students; and why?

The results of the examination for admission have thus brought out in bold relief the merits as well as the demerits of the present educational system of Scotland, so far at least, as the preliminary instruction and training of teachers for the public or elementary schools are concerned. Arithmetic, grammar, geography, and history are fairly taught, but mathematics, and especially classics, seem to be cultivated to so little purpose among the male pupil-teachers, not to speak of the scholars generally, that only 42 were found entitled to the *pass mark* at the recent examination for admission, *i.e.*

Merits and demerits of the present system of preliminary training, &c. of teachers brought out.

Results of the admission examination as regards classics and mathematics.

1	passed in	3	subjects,
10	„	2	„
31	„	1	„

or to speak more precisely,

1	passed in	Latin, Greek, and mathematics.
1	„	Latin and Greek.
1	„	Latin.
9	„	Latin and mathematics.
30	„	mathematics.

clear appreciation of the point of the passage, on the part as well of male as of female students.

As regards the recitation, I am inclined to think that greater variety would be an advantage. One long piece, well and accurately committed to memory, is no doubt a positive gain to the student, but a judicious selection of three or four shorter extracts from standard authors would, in my opinion, better sustain their interest, and in the end be more likely to be retained as a permanent acquisition, than a long passage of several hundred lines from one author. This may no doubt contain many beautiful images, and not a few suggestive ideas, but mixed up with much that tends rather to burden the memory than to enlighten the mind, or to improve the heart.

Recitation.

A modification suggested.

Were more attention paid to this subject in the elementary school, there would be less difficulty experienced, when pupils and pupil-teachers make their appearance as students in the training college. The memory is then most retentive and accurate, while the drudgery of *committing* is scarcely felt.

More attention should be given to the subject in the elementary school.

Why?

No one is blind to the importance of a good memory, but all acquainted with the state of our schools know how little, comparatively speaking, is done in early life to cultivate a faculty, on the judicious exercise of which success in any walk of life so largely depends. Moreover, the fact seems strangely overlooked that to exercise a power acquired at the proper period of life is a far easier thing, and one costing much less effort, than to build up the same acquirement at a time when circumstances are not so favourable for its development and growth.

The cultivation of the memory too often neglected in early life.

Drill.

This should be taught in every school, together with gymnastics. The amount now taught in any school is very small, consisting almost exclusively of school drill, as few of the present masters are competent to give even the elements of military drill. From the arrangements, however, that have now been made in several of the colleges, to give regular and systematic instruction in military drill to all male students, and in calisthenics, &c. to all female students, we may expect to see in the school of the future these branches forming a necessary part of the school routine. It has been suggested that in towns and other centres of population, school boards might organize some scheme, by which the children of several schools could meet occasionally in some central place for combined instruction in drill under the direction and superintendence of a competent instructor. In every district there is now a volunteer corps. There should be no difficulty, therefore, in securing for this pupose the services of a sergeant-instructor. Such a scheme would, I believe, soon commend itself to all, who take an intelligent interest in the physical education of the young. It would cost little, and would tend, like football and cricket matches, to create a healthy rivalry among the pupils of the different schools.

Drill.

A suggestion.

Professional Training.

In the general system of training pursued in the various colleges, the true aim of all the student's work, the task of educating and training others, is never lost sight of. Each lecturer evidently knows, from practical experience, the best methods of teaching his own subject in an elementary school, and loses no opportuity of bringing this knowledge to bear on the daily work of his class; but on the master of method this

Professional training.

Design of training schools.

important duty mainly devolves. In all his lectures he ever keeps steadily in view the fact, that the great design of a normal school is to train teachers, first by instructing them in the most approved methods of school-keeping and of imparting knowledge to the young, and secondly by carefully showing them how to observe the various processes of instruction in the different classes of the practising school, and also getting them to take part in the work themselves.

Design of the practising school.

With every college there is connected a large elementary school, called the practising or model school, in which the students not only see the various processes of instruction in actual operation under experienced teachers, but also have many opportunities, as temporary assistants, of making themselves acquainted with the details of these processes, and the different parts of school-keeping, registration, &c. In this way the students, during their residence, are supposed to be more or less instructed in the method of teaching all the subjects usually found in the elementary school. They should at least have been present at one lesson in every stage of each subject, given by a teacher of approved skill and experience, and have then shown by their notes that they fully understood and appreciated each step in the process. But in addition to the experience thus acquired by attendance in the model or practising school, there is the Criticism lesson, which is now conducted with care in all the colleges, and in some with remarkable skill and singular ability. As may be supposed, the value of this exercise depends very much on the spirit in which it is conducted. On such occasions I have rarely been disappointed, while I have often listened with great satisfaction to the kindly and judicious remarks of the master of method as well on the lessons given by the students as on the strictures of those, who had been specially told off as critics for the day. This task, sometimes difficult and always delicate, was performed with invariable good feeling, great tact, and sound judgment. His observations were clear and practical, defects of manner or bearing were indicated, any errors of fact were pointed out, evident omissions were supplied, and the principles of teaching were distinctly stated, and carefully explained and applied to the case on hand. In a word, the criticism on each lesson is a short lecture on the best method of teaching the subject under consideration. In the course of a session each student will thus have given several lessons himself, which he had carefully prepared, and benefited largely by the lessons of his fellow-students, and the kindly criticisms and suggestive remarks of the master of method.

How far attained.

The Criticism lesson.

Upon what its value depends.

How it is conducted.

What it really is.

Results.

The value of the Criticism lesson as a factor in the training of the student is now so generally acknowledged, that any suggestions as to its improvement are at least worthy of consideration. I may therefore be allowed to quote the following from my report of last year :—

A slight modification suggested.

"Criticism lessons have for many years formed an essential part in the system of training pursued in all our colleges. They are always attended by the Principal, or the master of method. It might be too much to expect that all the lecturers should be present on such occasions, but it seems to me that it would add greatly to the value of this exercise, if the lecturer, more immediately connected with the subject on hand, were present. For instance, if the lessons were on history, the lecturer on history might attend, if on geography, the lecturer on geography, and so on with all the branches of instruction. Some such arrangement has been introduced into the Episcopal College, Edinburgh, and, I have reason to know, with the best results."

Teaching.

Teaching.

The teaching of the second year students, and of such students as propose to leave at the end of their first year's training, was quite equal

to the average of former years. The notes of the three prepared lessons were, as a rule, well drawn up, neatly written out, and in some cases beautifully ornamented and illustrated with pen-and-ink sketches, while the subjects were more carefully chosen, and less ambitious than on some former occasions. This is a valuable addition to the exercise, and a guarantee that a certain range of subjects has been mastered, and much useful information acquired during the session. As it may be interesting, I subjoin the following tabular statement of the subjects selected by the students in the different colleges :—

This exercise well done.

Tabular statement of notes of lessons.

Name of Training College.	Number of Students.	Subjects.									Total Number of Lessons.
		Geography, Political and Physical.	History.	Reading, Grammar, &c.	Arithmetic.	Animals, &c.	Plants, &c.	Minerals, &c.	Manufactures.	Miscellaneous.	
EDINBURGH.											
Church of Scotland, Male -	44	39	14	31	34	—	1	3	1	9	132
" " Female -	55	45	—	30	25	10	9	5	2	39	165
Free Church, Male - -	41	30	2	35	23	—	1	3	1	28	123
" Female - -	55	39	—	47	24	7	14	6	4	24	165
Episcopal Church, Female -	30	12	1	28	12	7	8	2	3	17	90
GLASGOW.											
Church of Scotland, Male -	46	44	6	17	37	3	3	3	5	20	138
" " Female -	47	34	5	14	13	15	24	7	14	15	141
Free Church, Male - -	38	43	11	18	18	—	—	3	4	17	114
" Female - -	62	66	13	26	9	7	17	4	10	34	186
ABERDEEN.											
Church of Scotland, Female -	40	30	3	34	11	10	12	6	2	12	120
Free Church, Female - -	35	32	4	5	2	11	26	10	6	9	105
Totals - -	493	414	59	285	208	70	115	52	52	224	1,479

N.B.—Each student presents notes on three different lessons.

It thus appears that of the 1,479 lessons prepared by the students, 966, or 65·31 per cent. of the whole number, were on the elementary subjects of reading, grammar, arithmetic, geography, and history, while 513, or 34·69 per cent. of the whole number, were mainly on such subjects as find a place in the ordinary reading books.

In addition to these prepared lessons, I saw, as far as my time would permit, the students of some of the colleges at work in the different departments of the practising school. They taught in relays of six or eight, according to the size of the room, and took up whatever subject the class happened to be occupied with at the time. The work of the department went on as usual, the discipline and order remained quite undisturbed, and to an onlooker everything seemed in its normal condition. This is a valuable addition to the prepared lesson, and I regret that the limited time at my disposal did not allow me to extend the experiment to all the colleges, as I feel assured that the results would have been equally satisfactory.

A valuable addition to the prepared lesson.

THE NORMAL SCHOOL AND THE UNIVERSITY.

I have so often discussed this question in previous reports to your Lordships, that it may suffice, on the present occasion, to state briefly what has been done in recent years by the authorities of the training

The normal school and the university.

university and normal school trai

Number who entered the university in November last.

How examined at the end of the session.

Privileges accorded to these students by the Education Department.

A barrier in the way of a third session.

A suggestion.

Action in the case of the Free Church colleges.

Important results.

Total number attending during present session.

Availing themselves of this per colleges in Edinburgh and Glasg sity at the beginning of the sess ment with the professors, these their second year of university a be *specially* examined in April on has been directed during the sessio satisfactory, they (the 33 first year second session at the university, wh towards making up the summary m the university in November 1879, w on the same conditions, and with th occasion, and may, if they feel inc university in the following Novemb will, I fear, be a great barrier in the that several students have present Committee of the Church of Scotla take a *third* session. If this be gra they should be examined along with labour would be immaterial, and the ex would be more than counterbalance of such a recognition on the part of y the Free Church Colleges in Edinbu several years given aid to such of the year's course at the university, are, I h that these students should also underg (*c*). By these arrangements a studen course in the training college, complet sessions at the university, and thu university exertion, the degree of M.A

In addition to the 110 students men 20 other students attending the unive thus the large number of 130 students number (355) in attendance at the tr Glasgow, availing themselves of the i your Lordships, and enjoying

Tabular statement of the number of students, &c. from 1874–1878.

Universities.	Year.	Number of Students.	
		Church of Scotland Training College.	Free Church Training College.
Edinburgh - - -	1874	6	11
Glasgow - - -	"	7	9
Edinburgh - - -	1875	2	20
Glasgow - - -	"	4	7
Edinburgh - - -	1876	2	24
Glasgow - - -	"	8	23
Edinburgh - - -	1877	12	48
Glasgow - -	"	25	35
Edinburgh - - -	1878	20	46
Glasgow - - -	"	24	40
Totals -	—	110	263

It thus appears that the number of university students has gradually risen from 33 in 1874 to 130 in 1878, giving a total of 373, or an annual average of nearly 75; but this is not all. Those, who now enter the university, are much better prepared for the work of the classes than they were in former years. They also take a much higher place among their class-fellows, and have more than once carried off some of the highest honours at the close of the session. This is very gratifying, and is an earnest of a bright future for the alumni of our training colleges. While on this subject, I may add that it consists with my personal knowledge that not a few students, after passing their period of probation, return to the university and complete the curriculum of Arts.

Students better prepared than formerly.

A consequence of this.

It may be interesting to present, in tabular form, the results of the recent examination for admission in all the training colleges:—

Tabular statement of results of admission examination.

Candidates.	Presented for Examination.			Passed.				Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	First Class.	Second Class.	Third Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Male -	271	53	324	64	125	16	205	77	42	119
Female -	474	300	774	299	320	31	650	42	82	124
Totals -	745	353	1,098	363	445	47	855	119	124	243

It thus appears that of the 324 male candidates, 271, or 83·64 per cent., had been pupil-teachers; while of the 774 female candidates, 474, or 61·24 per cent., had enjoyed that privilege. Again, it appears that of the 271 male pupil-teachers, 77, or 28·41 per cent., failed to pass the examination, and of the 53 non-pupil-teachers, 42, or 79·24 per cent.; while of the 474 female pupil-teachers only 42, or 8·86 per cent., failed to pass the examination, and of the 300 non-pupil-teachers (in both cases socially much higher than the males) only 82, or 27·33 per cent.

The following tables exhibit the results of the recent examination for certificates in all the training colleges, and also for the purpose of com-

Results of the examination of students.

One Inspector states :—

"The measure of success which has been attained by the several colleges is as follows :— Second year.

CLASS I.

"Colleges in which the instruction is good or very good, upwards of 60 per cent. of the papers being marked 'fair' at least ('fair' $= \frac{24}{72} = \frac{1}{3}$ of full marks) :

Battersea.	Chelsea, St. Mark's.
Borough Road.	Cheltenham.

CLASS II.

"Colleges in which the instruction is fair, or very fair, upwards of 30 per cent. of the papers being marked fair at least :

Bangor.	Homerton.
Chester.	Saltley.
Culham.	Westminster.
Durham.	Winchester.

CLASS III.

"Colleges in which the instruction is below a fair standard, less than 30 per cent. of the papers being marked fair :

Carmarthen.	Glasgow, Ch. of S.
Carnarvon.	" Free Ch.
Edinburgh, Ch. of S.	Hammersmith.
" Free Ch.	Peterborough.
Exeter.	York.

"The students in the colleges in the first class have been most carefully prepared, both in algebra and mensuration, and have exhibited a very good, and in several cases, an excellent knowledge of those subjects.

"The students in the colleges in the second class have achieved less distinction, but have acquitted themselves creditably on the whole. They should acquire more proficiency in permutations, the binomial theorem, and logarithims, and should learn to explain clearly the process for the extraction of the cube root.

"The students in the colleges in the third class, with few exceptions, have passed an indifferent examination.

"Many of their papers were full of mistakes and failures, and exhibited a very discreditable degree of inaccuracy and ignorance. As a rule, they simply *wrote down* the expression for the number of permutations of (n) things taken (r) together, without making any attempt to *prove* it, and frequently they confused permutations and combinations and gave the wrong formulæ.

"Generally, they were unable to explain the rule for the cube root, to prove that for compound interest, and to work the example, to give a correct solution of a simple equation of three unknown quantities, or to deal successfully with expansions, series, and logarithims. The majority of the students in the colleges in this class (excepting Exeter, Glasgow, Ch. of S., Peterborough, and York) were also deficient in mensuration, many of them not understanding how to measure the frustrum of a pyramid, and several apparently not knowing the difference between volume, weight, and area.

"A considerable number of the candidates from nearly all the 22 colleges were unacquainted with the shortest method of adding fractions together, or at least unaware that any particular advantage was to be derived from reducing them to the least common denominator.

"The papers were mostly deserving of much commendation for the neatness and care with which they were worked, excepting in the Borough Road and the two Edinburgh colleges."

One Inspector states :—

"The book work of these papers was on the whole substantially correct, and gave me the idea of being fairly understood by the bulk of the students; at the same time it was disfigured by several faults, which seemed to point to a careless disregard for the actual text of Euclid on the part of both teachers and students. Euclid. First year.

"Extremely common were such trivial errors as using the letters at the angles of a figure in any order whatever, omitting to state whether an angle or a triangle was meant, and in many instances making use of letters in the text which did not occur in the figure, or occurred in such positions as to make the text nonsense. In some

One Inspector states :—

"The students begin to show great improvement in their Latin and French." Second year.

One Inspector states :—

"The answers were on the whole, I think, somewhat better than I had anticipated. They were generally stated clearly and systematically. . . . . It could not be expected that a comprehensive grasp of the principles of a very difficult science should be obtained by the students. Accordingly, questions relating to the value of money and the more intricate elements of the science were dealt with rather superficially." Political economy. Second year.

Another Inspector states :—

"Where the questions are susceptible of answer directly from the manual learnt, sensible answers are given. Sometimes passages from the manual seem to be reproduced almost at random without any thought."

FEMALE STUDENTS.

One Inspector states :—

"The general character of the work appears to me satisfactory. There are very few papers badly done." Arithmetic First year.

Another Inspector states :—

"The papers were, as a rule, well worked. Some of the Scotch students doing remarkably well. The questions were easy,—at least, there was an easy one in each section which nearly all chose."

One Inspector states :—

"The questions seemed to require a little more care and forethought than last year's. Consequently the general average of marks was, I think, somewhat less than last Christmas. As a whole the papers were satisfactory, but there were some few students from training colleges, who did not, in my opinion, show a sufficient knowledge of arithmetic to become teachers either with mental profit to themselves, or their future scholars." Second year.

One Inspector states :—

"The general character of the papers is good. There is no section in which any noticeable deficiencies are found. The composition, in the larger colleges more particularly, is good. In a few cases a disregard or misplacing of stops, showing a certain want of training, is a blemish. The paraphrasing from Scott is well done. Goldsmith, judging from the few instances in which the passage was tried, seems still beyond the students powers. The parsing and analysis are very correct . . . . . But the defects, as a whole, are neither serious nor widespread." Grammar. First year.

Another Inspector states :—

"The exercises in composition were, on the whole, fairly done, and showed that this subject has received due attention. Positive grammatical errors in the essay are comparatively rare; the chief faults being poverty of thought, and the tendency to use language more bookish and pretentious than the candidates knew how to employ accurately. These, however, are faults which are easily explicable in the case of students so young, and so little accustomed to essay-writing, and which are very difficult to overcome except by longer training.

"Of the three exercises in paraphrase, that from Scott, being part of a narrative, is much better done than either of the two from Goldsmith, which deal with sentiment and reflection. The students in some training colleges had attempted to perform the exercise by looking at the words and phrases separately, and substituting their equivalents one by one, instead of trying first to apprehend and then to express the meaning of the sentence as a whole. The result is often a collection of words which have little meaning at all, and which would be quite unintelligible without reference to the printed passage . . . . . On the whole, the exercise in parsing is that which is best done. This subject has evidently been taught with care in all the training colleges. In the analysis of sentences, I was chiefly struck with the clumsy and confused way in which the sentences and their parts were often laid out. In this exercise, which, when properly done is a great help to clearness of thought, a good plan of arrangement is the essence of a good answer, and the teachers of

The limits of the *basin* are hardly ever given, and, in the case of the Yorkshire Ouse in particular, the basin is throughout confused with the county, and portions of the county are described which do not belong to the basin."

One Inspector states :—

The geography was, on the whole, very fairly done, though the map drawing in some of the colleges was not quite up to the mark, and the general question on the influence of mountains and seas, &c. was poorly answered in almost all cases." Second year.

Another Inspector states :—

"The answers are fairly satisfactory, but there are a good many mistakes in the courses assigned to rivers, and even more in the attempts to define river-basins."

One Inspector states :—

"I am not sure that the average number of marks obtained is so high as last year, but it must not be inferred from this that the quality of the work is inferior. The number of marks obtainable is less, but the chief reason lies in the fact, that whereas last year the questions asked were, as a rule, of such a nature as could be answered by any one, who had got up the subject from school text-books or 'Abridged compendia,'—were what one might call simple 'fact questions'—this year they were of a most difficult nature, appealed to real study of the subject rather than superficial 'cram,' and were quite sufficient to put anyone 'out of court' who had not been instructed analytically. History. First year.

"I was not, therefore, at all surprised at finding the work done far more cautiously than before, and I have no hesitation in saying that the marks obtained represent more practical, if less numerical, value than they did last year.

"I have, on the whole, but little fault to find with the general results; in fact I am satisfied that they show that British history is very thoroughly taught in our training colleges, and is much less a matter of 'rule of thumb,' and 'memoria technica,' than I, last year, suspected it to be.

"There are some colleges to which these remarks would not materially apply, and which seem to have failed to grapple successfully with this subject. I have no doubt that their experience will point out the line of conduct which they ought to adopt, and that they will lose no time in adopting it."

Another Inspector states :—

"Taking the work of the colleges as a whole, the result may be said to be fair. The questions, that ask for facts merely, are generally correctly answered; this shows that what might be called a 'surface work' has received attention from the teachers of history in the colleges. When, however, we come to consider those questions which go a little deeper, the result is not so satisfactory; here, in many cases, the answers are poor, the terms of the question being disregarded, or the main point being carefully, and, in some instances, cleverly evaded. If history is to be raised from a mere 'cram' subject, and made useful as an intellectual study, and as a means of arriving at an intelligent appreciation of contemporary history, too much importance cannot be placed upon questions which will turn the attention of teachers and students alike, to the causes and effects, immediate and ultimate, of the various events of which they have read in their text-books. In some colleges, I believe that the subject has been taught with a due regard to the influence and bearing of the various important occurrences on after history, and there are often signs which indicate that intelligent lecturing has been the rule, and that the students have not been furnished with a text-book merely, and required to read it and bring it up for examination at stated intervals. In the majority of cases it seems, however, as if no real teaching had been done, and as if books had been entirely relied on instead. In two or three colleges the books in use must be almost committed to memory word for word: this may be gathered from the constant use, by student after student, of the same set form of words, such as, 'Fitting prelude for such a day of blood,' 'But at York a darker tragedy ensued, &c., &c.'"

One Inspector states :—

"On the papers one general remark may be made, that there were but few of any very great merit, and few that showed extreme ignorance. The subject had been well worked up, but the answers gave the idea that a system of cram had generally been followed: probably the same I was accustomed to see in old university days, when the pass-student collected as many old examination papers as possible, and having learnt the answers to all, took it for granted that some of the old questions must reappear: this seemed to me more evident in such questions as the terms of the Union with Scotland, or the Declaration of Breda, in which cases few students failed to tabulate their answers neatly, but seemed to show little further acquaintance Second year.

with, for the most part, correctly and intelligently. It is, however, not an uncommon mistake to say that oxygen is the principal constituent of the air, and this error runs through many of the papers of one college. The question relating to building societies, Government annuities, &c., has only been attempted in three or four cases out of 595. The weakest part of the work is to be found in the notes of lessons (Section V. 1.), and a considerable proportion of the students have offered merely a few common places on the evils of 'drink' or the advantages of food. It would seem that attention should be given to encouraging a more thoughtful and methodical habit of imparting knowledge to children on such common subjects of home life. The meaning of 'position drill' in needlework has not unfrequently been misapprehended, having been confounded with the ordinary physical exercises of infants, and the answers in this section (V. 2.) are frequently below the mark."

Another Inspector states :—

"The general average of the work done by these students gave me thorough satisfaction. As a rule, knowledge of the subject-matter was sound and full; and, as a rule, also, the answers were more than ordinarily relevant to the questions asked.

"It may be of interest that I should record the fact, that the work done in the Scotch Colleges was certainly not, as a rule, quite up to the average work done by the students in the English training colleges."

One Inspector states :—

"The answers on needlework in most cases showed practical knowledge of the subject; and those on food and nursing were satisfactory. Speaking generally, the notes of lessons were far from good, and should be improved." Second year.

Another Inspector states :—

"The instruction in this subject given in the training colleges appears to have been satisfactorily imparted. In Section V. instead of notes of a lesson, many of the students wrote short essays."

One Inspector states :—

"Out of 557 papers, 406 were worked by students who had all selected the French language. On the whole, the papers were creditably done, considering the short time the students have to devote to the study of language; but whilst the work of some of the colleges rises decidedly above the average, that of others falls so decidedly below it, that it is almost a pity they should have sent in papers at all . . . . . The colleges that have done best, upon the whole, are Edinburgh and Glasgow Church of Scotland, and Edinburgh Free Church. The highest marks obtained by any one is 91. Languages. First year.

I may remark that the papers sent up by the best colleges strike me as being better than the best of last year. Speaking generally, the translation from French into English is often very well done, but the translation of English into French is rarely even tolerable. Edinburgh Free Church did best in this respect, but often where high marks have been obtained for other answers, there has been an almost complete breakdown here. Another point in which almost every one failed was the date; there was only one college, Glasgow Church of Scotland, in which more than a very few of the students knew how to give it correctly. The parsing was, as a rule, only moderately well done, the derivation of the verbs being frequently either omitted, or incorrectly given, *e.g.*, *plaignez* being usually derived from *plaigner* instead of *plaindre;* but in Edinburgh Free Church the parsing was particularly good. The grammatical questions were more correctly done than was the case a year ago. It must be added that they were very easy ones."

One Inspector states :—

"In the case of the 391 papers revised by me, the language selected was, with one or two exceptions, French. Second year.

"The general impression which I have formed after reading them over is that their quality, as a whole, indicates a marked and steady improvement in this subject. In a very considerable number of cases nearly full marks were obtained. Some of the best papers were worked by students in the Liverpool Training College. The points which appear to me to need increased attention are greater accuracy in grammatical grounding, and more attention to translation from English into the language chosen as the subject of study. Except in the really good papers, the attempts to render into French the very fair and simple piece of English prose set were extremely poor, and showed clearly that the students were virtually attempting an exercise of the kind for the first time."

FEMALES.

		£
2, each	- - - - -	18
11 „	- - - -	15
26 „	- - - - -	10

2. Ordinary, or self-supporting, students :

Female	- - - - -	65

Of the 93 male students in the college, 87 had been, and 6 had not been, pupil-teachers; while of the 104 female students, 68 had been, and 36 had not been, pupil-teachers.

The sanitary arrangements are as complete as they can possibly be made in the present crowded state of the college. There is nothing offensive, or positively injurious to health, but I am glad that there is now the near prospect of lessening the pressure on the present accommodation by the removal of the male students to the annex.

In reference to the important subject of the health of the students, I have been favoured with the following statement by Dr. Dunsmure, the medical officer of the college :—

"53, Queen Street, Edinburgh, 8th November 1878.

"I have to report that during the past session there has been very little sickness among the students attending the training college in connexion with the Established Church of Scotland, and that in consequence the classes have been well and regularly attended.

"Among the females, three cases of measles occurred, but, owing to the strict isolation had recourse to in the boarding-house, the disease did not spread. Two students suffered a good deal from tic, and one was obliged to leave the college, and go home, her general health having completely given way from her close application to her studies. The males have all been remarkably well, but one lad has been unable to return to school, having got ill during the holidays.

"The other cases treated, both in the male and female divisions of the college, were of a trivial nature, and require no special notice.

"(Signed) JAMES DUNSMURE, M.D., F.R.C.S. Edin."

The instruction and the training of the students are conducted by the following staff :—

No.	Names.	Degrees.	Duties.	Annual Salaries. £	s.	d.
1	Rev. James Currie -	M.A. Edin.	Principal, constantly; Scripture, 2 hours; school management, 6 hours; theory of music, 1½ hours.	600	0	0
2	Peter Mackinlay -	M.A. Edin.	Lecturer, constantly; arithmetic and mathematics, 10 hours; science and geography, 4 hours.	350	0	0
3	Rev. A. M. Trotter -	M.A. St. Andrews.	Lecturer, constantly; Scripture, 3 hours; English, 6 hours; Latin, 5 hours; history, 2 hours.	300	0	0
4	Edward Kirkpatrick -	M.A. Oxon	Lecturer, occasionally; Latin, 4 hours; drawing, 3½ hours.	117	5	0
5	Joseph Geoghegan -	- -	Singing, 3 hours - -	90	0	0
6	Victor Richon -	B.A., LL.B. Paris.	French, 4 hours - -	100	0	0
7	Alexander Gilmour -	- -	Writing, 1 hour - -	25	0	0
8	John Lamb - -	M.A. Edin.	Assistant Latin, 4 hours -	30	0	0

TIME TABLES.

Male Students.—Second Year.

—	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.	3–4.
Monday	—	Bible and School Management.	Electricity.	Singing.	1–2½ Latin.	—	—
Tuesday	History.	English.	Teaching.	Dinner.	Geometry.	Algebra.	French.
Wednesday	English.	Bible and School Management.	Mensuration and Arithmetic.	Dinner.	Trigonometry.	Latin.	Singing.
Thursday	Drawing.	English.	Teaching.	Dinner.	Geometry.	Algebra.	French.
Friday	History.	Bible and School Management.	Geography.	12–1½ Latin.	—	—	—

Male Students.—First Year.

—	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.	3–4.
Monday	Drawing.		Religious Instruction.	Interval.	Music.	Latin.	Singing.
Tuesday	Arithmetic.	Geography.	Teaching and School Management.		English.	Latin.	—
Wednesday.	Mathematics.		Religious Instruction.		French.	Latin.	Singing.
Thursday	Arithmetic.	Geography.	Teaching and School Management.		English.	Latin.	—

TIME TABLES.

Female Students.—Second Year.

—	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.	3-4.
Monday	French.	Arithmetic.	Religious Instruction.	Sewing.	Geography.	—	—
Tuesday	Domestic Economy.	School Management.	English.	History.	School Visiting.	—	—
Wednesday	Drawing.		Teaching.	Singing.	—	—	—
Thursday	Music.	Bible and School Management.	English.	Sewing.	—	—	—
Friday	Arithmetic.	English.	Teaching.	Interval.	Geography.	French.	Singing.

Female Students.—First Year.

—	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.	3-3.30.
Monday	Writing.	Religious Instruction.	Teaching.	Interval.	English.	Arithmetic.	—
Tuesday	Drawing.		Geography		School Management.	Sewing.	Practical Geometry.
Wednesday	French.	Religious Instruction.	Teaching.		English.	Singing.	—
Thursday	English.	History, Music.	Geography.		School Management.	Sewing.	Practical Geometry.
Friday	History, Music. Domestic Economy.		Teaching.		French.	Arithmetic.	3-4 Singing.

During the past year the only changes in this staff have been the substitution of the Rev. A. M. Trotter, M.A., for the Rev. Andrew Taylor in the English department, and of Miss Grant for Miss Ross in the industrial department. Both were selected out of a large number of highly qualified candidates, and will, I have reason to believe, amply justify the confidence thus reposed in them.

As on former occasions, I had an opportunity of spending some time in every class, and thus judging in how far the course of instruction was calculated to prepare the students for their future work. The discipline and order were very satisfactory, and the general work of instruction was conducted with skill and intelligence. As compared with last year, the improvement in the English department was very marked.

The following statement by the Principal explains his method of preparing the students for the practical work of their profession: —

"As in former years, the first year's students, both male and female, devote two hours weekly, during the first half of the session, to teaching in the practising school under superintendence; the male students in the senior, the female students in the junior and infant departments.

"They have, moreover, been occupied with criticism lessons in their own classrooms for a period equal to one hour weekly during that time.

"The second year students give two hours weekly, during the latter half of the session, to teaching in the practising school. Each male student, moreover, passes an entire week, each female student two entire weeks, in observing and taking part in the general working of the departments of the school.

"They have likewise been occupied with criticism lessons for two hours weekly during one half of the session."

Criticism lessons continue to be regularly given under the superintendence of the Principal.

The number of students attending the University of Edinburgh during the present session, in terms of Art. 102 (*b*) of the Code, is as follows: —

1. (*a.*)	Who passed entrance examination in July last	5
(*b.*)	At end of first year at training college	12
(*c.*)	" second " "	3
	Total	20

2. Classes attended:—Latin, Greek, mathematics, rhetoric, and English literature, the theory, history, and practice of education, logic, and natural philosophy.

The industrial instruction of the female students is conducted by Miss Grant, and consists of the usual branches necessary to prepare them for the work of the Christmas examination. Instruction is also given in cooking, laundry, and household work to such students as reside in the boarding-house, under the superintendence of Mrs. Harrower and her daughter.

Needlework and Cutting-out.

1. During the past session the students of both years devoted two hours a week to practice in sewing and cutting-out.

2. Each second year student is required to spend one complete week in the infant department, and one in the junior department of the practising school, and during that time to assist in superintending the needlework of these departments, which include Standards I., II., and III. In addition to the above, the students of the second year are also required, in turn, to assist in superintending and directing the sewing and cutting-out of the two highest classes of the senior department for three hours of one week.

3. The students of the first year have had much practice in all kinds of plain sewing, button-holing, darning, patching, and mending. But the special work of the session has been cutting-out, shaping, fixing, and sewing the different parts of a shirt.

4. Hitherto the students of the first year have had no practice in teaching sewing, but as soon as the male students have been removed to the new annex, it is proposed to make arrangements to supply this deficiency.

5. In the practising schools the time given weekly to sewing, knitting, &c., is as follows:—

Senior department - - - -	3 hours.
Junior " - - - -	4 "
Infant " - - - -	2½ "

The practising schools continue to be conducted with much spirit, skill, and success. At the time of my visit, in June last, I found in average attendance 586 children, while 608 were present on the days of inspection, and 493 names were entered on the examination schedules as having completed the required attendances.

The per-centage of failure (reading, 5·51; writing from dictation, 4·19; arithmetic, 11·47) though higher than last year, is still low, and bears testimony to the thoroughly efficient character of the instruction. In the higher branches, and in the specific subjects (English literature, third year; mathematics, first and second years; physical geography, first and third years; domestic economy, second and third years; magnetism and electricity, first year; and light and heat, first year), *the pass*, though not so high as in the standard examination, was still very creditable.

The members of the committee of management, who met me, were Dr. Winchester, Charles Menzies, Esq., and Professor Laurie, secretary and treasurer.

Results.

The following summaries furnish the necessary information:—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows:

Passes - - - - - -	205
Prizes - - - - - -	43
Certificates - - - - -	17

The number of male students, who finished their course of training at Christmas 1877, was 47. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	41
" " England - - -	6
	47

The number of female students, who finished their course of training at Christmas 1877, was 45. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	37
" " England - - -	8
	45

It thus appears that 92 students left at Christmas 1877, with an average salary of 80*l.* for males, and 65*l.* for females.

The results of the examination for certificates at Christmas 1878 may be seen from the following summary :—

Candidates.	Examined at Christmas 1878.	First Division.	Second Division.	Third Division.	Fourth Division.	Failed.	Percentage successful.
Male, 1st year -	49	18	21	10	—	—	100·00
„ 2nd year -	42	19	16	7	—	—	100·00
Female, 1st year -	52	21	30	1	—	—	100·00
„ 2nd year -	50	18	24	7	—	1	98·00
Totals - -	193	76	91	25	—	1	99·48

Thus out of 193 candidates, only one has failed to obtain a place in the class list. It may be further observed that of these 193 candidates, 167, or 86·53 per cent., are in the first and second division, as against 82·97 per cent. last year.

In the circumstances, this may be fairly considered a satisfactory result.

EDINBURGH FREE CHURCH TRAINING COLLEGE.

I visited this institution in June, July, and November. The new buildings for the college department were opened in September. They are handsome, commodious, and well adapted to meet the various requirements of an institution attended by a large number of male and female students. The entrances to the respective departments are at the opposite ends of the building, which has a length of 110 feet, and indeed the whole arrangements are such, that, during the time they are in college, the students rarely come in contact with each other. These buildings have been erected at a cost of 8,000*l.*

The practising schools are in the course of being remodelled. Two large classrooms have just been erected at a cost of 1,200*l.*, while the lecture-rooms, formerly used by the college department, have been altered so as to meet the requirements of an elementary school. This additional accommodation will enable the students (male and female) to attend the different departments more freely than heretofore, without interfering with each other, or interrupting in any way the ordinary work of the classes.

The ventilation has been carefully attended to, both in the erection of the new buildings, and in altering and adapting the old buildings, while the general sanitary arrangements have been carried out under the direction and superintendence of a competent practical man.

In reference to the important subject of the health of the students, I have been favoured with the following statement by Dr. Ziegler, the medical officer of the college:—

"47, George Square, Edinburgh, 2nd November 1878.

"I am glad to inform you that the health of the students has, during the session, been unusually good; and that, as far as I can remember, the few cases, which have occurred, have been of a very unimportant character.

"(Signed) WILLIAM ZIEGLER, M.D.,
"Medical Officer of the College."

The number of students during the past session was as follows:—

MALES.	
First year - - - - - -	46
Second year - - - - - -	42
	88
FEMALES.	
First year - - - - - -	54
Second year - - - - - -	55
	109

giving a total of 197 students, as against 198 for 1877.

These may be further divided into two classes, viz.:—

1. Students holding Queen's scholarships:

MALES.	£
57, each - - - - - -	25
31 „ - - - - - -	23

FEMALES.

	£
61, each - - - - - -	15
14 „ - - - - - -	12

2. Ordinary, or self-supporting, students:

Female - - - - - -	34

Of the 88 male students in the college, 71 had been, and 17 had not been, pupil-teachers; while of the 109 female students, 67 had been, and 42 had not been, pupil-teachers.

The instruction and the training of the students are conducted by the following staff:—

MALES.

No.	Names.	Degrees.	Duties.	Annual Salaries. £ s. d.
1	M. Paterson -	B.A. Edin. -	Principal, constantly; scripture, 5 hours; school management, 2 hours; practice of teaching, 3 hours; classics, 6½ hours.	600 0 0
2	W. Lees -	M.A. Edin. -	Lecturer, occasionally; mathematics, 10 hours; science, 2 hours.	160 0 0
3	Jas. A. Melville.	Edin. Univ. -	Lecturer, constantly; English, 5 hours; history, 2 hours; geography, 2 hours; political economy, 1 hour; science, 2 hours.	300 0 0
4	Walter Strang	- - -	Lecturer, occasionally; music, 4 hours.	150 0 0
5	Victor Richon	B.A., LL.B. Paris.	Lecturer, occasionally; French, 4 hours.	112 0 0
6	J. H. Crawford.	M.A. Edin. -	Lecturer, occasionally; classics, 6 hours; mathematics, 2 hours; exercises, &c., 7 hours.	100 0 0
7	Jas. B. Napier	- - -	Teacher of drawing, 4 hours -	88 0 0
8	Thos. Early and assistant.	- - -	Drill instructors - -	10 10 0 each.

TIME TABLE.

Hours, and Class of Students.		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9-10	II. -	Drill. English.	Latin.	English.	Drawing.	—
	I. -	English. Drill.	Latin.	Greek.	Latin.	—
10-11	II. -	Scripture.	Drawing.	Economy.	Drill. Geography.	English.
	I.	Drawing.	Scripture.	Scripture.	Drawing. Drill.	School Management.
11-12	II. -	Practice of Teaching.	Geometry.	Practice of Teaching.	Algebra.	Mensuration.
	I. -	Practice of Teaching.	Music.	Practice of Teaching.	French.	Catechism.
12-1	II. -	Algebra.	French.	Algebra.	Music.	Teaching.
	I. -	Geography.	Geometry.	History.	Geometry.	Algebra.
1-2	II. -	Greek.	Music.	History.	French.	Greek.
	I. -	Arithmetic.	French.	Arithmetic.	Music.	English.
2-3	II. -	School Management.	Physiology.	Latin.	Latin.	Scripture.
	I. -	Greek.	Physiology.	Latin.	English.	Latin.

N.B.—II.=Students of second year. I.=Students of first year.

Science lectures:—Magnetism and electricity, Wednesday, 3–4; physiology, Friday, 3–4.

FEMALES.

No.	Names.	Degrees.	Duties.	Annual Salaries.
				£ s. d.
1	M. Paterson -	B.A. Edin. -	Principal, constantly; scripture, 4 hours; school management, 2 hours; practice of teaching, 3 hours.	Vide male staff.
2	M. Smith - -	- - -	Lady superintendent and head of boarding-house.	160 0 0
3	Jas. A. Melville -	Edin. Univ. -	Lecturer, constantly; English, 3 hours; history, 1 hour; geography, 1 hour; arithmetic, 6 hours.	Vide male staff.
4	W. Strang -	- - -	Lecturer, occasionally; music, 2 hours.	Vide male staff.
5	V. Richon -	B.A., LL.B. Paris.	Lecturer, occasionally; French, 4 hours.	Vide male staff.
6	Jas. B. Napier -	- - -	Teacher of drawing, 4 hours	Vide male staff.
7	M. Shanks -	- - -	Lecturer, occasionally; English, 3 hours; history, 2 hours; geography, 3 hours; arithmetic, 3 hours; practice of teaching, 1 hour; exercises, 2 hours.	70 0 0
8	M. Miller - -	- - -	Lecturer, occasionally; domestic economy, 2 hours; music, 1 hour.	30 0 0
9	M. Beattie - -	- - -	Teacher of sewing, 6 hours	35 0 0
10	Mrs. Macpherson -	- - -	Teacher of cooking, 12 lessons.	12 12 0
11	Drill instructors -	- - -	- - - -	Vide male staff.

TIME TABLE.

Hours, and Class of Students.		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9–10	II. -	Scripture.	Drawing.	Scripture.	Drill.	—
	I. -	Scripture.	Arithmetic.	Scripture.	Arithmetic. Sewing. Drill.	—
10–11	II. -	Mental Arithmetic.	English.	Domestic Economy.	Practice of Teaching.	Penmanship.
	I. -	Mental Arithmetic.	Sewing.	Sewing.	Practice of Teaching.	Drawing.
11–12	II. -	English.	Scripture.	Geography.	Music.	Drawing.
	I. -	Drawing.	French.	Geography.	Music.	Scripture History.
12–1	II. -	Sewing.	Music.	Practice of Teaching.	French.	Sewing.
	I. -	Catechism.	Music.	Practice of Teaching.	Arithmetic.	History.
1–2	II. -	Arithmetic.	School Management.	Teaching.	History.	Sewing.
	I. -	English.	English.	History.	School Management.	Domestic Economy.
2–3	II. -	English.	French.	Sewing.	Geography.	Arithmetic.
	I. -	Arithmetic.	Geography.	Arithmetic.	French.	English.

N.B.—II.=Students of second year. I.=Students of first year.

Science lectures:—Physiology, Wednesday, 8–9 a.m.; Friday, 8.30–9.30 am.

In forming a comparative estimate of the work done by the Principal and his staff of officers, it should be borne in mind that the training and instruction of the male and female students, entirely distinct, are intrusted to them, and it says much for the organization of the college, and their professional ability, that the results continue to be so satisfactory.

The following statement by the Principal explains his method of preparing the students professionally :—

"The arrangements for giving our students practice in teaching have been almost identical with those reported in former years. Juniors and seniors alike share in the criticism lessons and in the work in the practising school in each year of their course.

"For the criticism lessons the subjects are partly prescribed and partly selected by the students themselves; in the practising school the class lessons are taken, and the books which are used, and a note of the lessons prescribed for each day, are put beforehand into the hands of the students, who are engaged in teaching.

"The additional accommodation which our new buildings afford us, both in the training and school department, will, I anticipate, enable us to do more ample justice to this part of our work than before. Already I have made a beginning of requiring the students to practise the management of two or three classes at the same time, with no other help than that of monitors, taken from the classes themselves. A large room has been set apart for the industrial work of the practising school, which also will enable us to give the female students more and better practice in this department.

"A kitchen also is in course of being fitted up, in which it has been arranged that the female students shall receive, in addition to the demonstrative lessons in cookery, such *practical* training as shall warrant their being certified as qualified to conduct cookery classes in the districts, in which they may be placed as teachers."

Criticism lessons continue to be given regularly under the superintendence of the Principal.

I was present at the drill lesson, and was much pleased with the precision and readiness with which the various movements and exercises were performed. The marching was particularly well done. In the case of the female students, calisthenics and ordinary school drill take the place of military drill. They are under the same instructors and acquit themselves very well.

The number of students attending the University of Edinburgh during the present session, in terms of Art. 102 (*b*) of the Code, is as follows:—

1. (*a.*)	Who passed entrance examination in July last - -	12
(*b.*)	At end of first year at training college - - -	25
(*c.*)	„ second year „ - - -	9
	Total - - -	46

2. Classes attended:—3 students attend the junior Latin and the junior Greek; 2 the senior Latin and the junior mathematics; 1 the senior Latin and English literature; 3 the junior Greek and the junior mathematics; 1 the senior Greek and the junior mathematics; 15 the junior mathematics; 16 the senior mathematics and natural philosophy; 3 English literature; 2 moral philosophy and literature.

The industrial instruction of the female students is conducted by Miss Beattie, and consists of sewing, cutting-out, knitting, &c., while stated instruction is given in laundry, and general household work, to such students as reside in the adjoining boarding-house under the judicious and careful superintendence of Miss Smith. They wait alternately at the general table.

The managers have just fitted up a model kitchen in the new premises, in which they propose to give all the students a course of *practice* lessons in cookery, in addition to the demonstration lessons which they have hitherto received. These lessons, 10 in number, are to be attended by the students in relays of 12. Each lesson will occupy at least two hours, while the whole will be under the direction and superintendence of Mrs. Macpherson, of the Edinburgh School of Cookery.

Needlework and Cutting-out.

1. The students of the first year spend three hours per week in receiving instruction in needlework. During the first portion of the session, they are exercised in the various stitches, viz., hemming, seaming and felling, gathering and stroking, stitching and button-holing. In addition to this, they are required to cut out and sew at home a pair of full-sized drawers, which exercise is expected to occupy an hour a week. During the second portion of the session, they are required to cut out and sew a full-sized chemise, and to spend an hour per week at home in the practice of the various stitches. During the third portion of the session, they cut out and sew a model shirt in college; while at home they cut out and sew a nightdress. Instruction in cutting-out is given by means of diagrams and measurements, while the

practice of cutting-out consists in making paper models of various articles of dress. During the fourth portion of the session, they practise the making of a shirt 9 inches long.

2. The students of the second year spend four hours a week in receiving instruction in needlework and cutting-out. The session is divided into three portions. During the first of these, they cut out and make in the college a gentleman's full-sized shirt, while at home they are required to spend not less than one hour a week in cutting-out articles of underclothing prescribed by the teacher, and in practising the various stitches employed in sewing. In addition to the stitches learned during the first year of residence, they practise patching, darning, marking, feathering, and herring-boning. During the second portion of the session, they cut out and sew a lady's nightdress, more elaborate than that prescribed for the first year; while at home they practise cutting-out and the various stitches. During the third portion, they cut out and make paper bodies of dresses, and practise the various stitches.

For all home exercises marks are given, and registered in the college.

3. The senior students, in rotation, spend four hours per week, *i.e.*, about 12 hours during the session, in assisting the mistress of the industrial department in the practising school. On these occasions, each student takes charge of a division of girls, for whose needlework she is responsible.

4. The girls of the practising schools spend three hours a week in industrial work. Standards I. and II. receive instruction in sewing and knitting, &c., while Standards III. to VI. are taught, in addition, cutting-out, along with marking, patching darning, button-holing, and the various stitches employed in sewing.

The practising schools continue to be conducted with much ability, skill, and success. The class-rooms are large and commodious, the ventilation has been much improved, and may now be considered *good*, while the playgrounds are ample and very well kept. At the time of my visit, in June last, I found in average attendance 810 children, while 837 were present on the days of inspection, and 713 names were entered on the examination schedules as having completed the required attendances. The per-centage of failure (reading, 2·77; writing from dictation, 4·78; arithmetic, 3·54), is very low, and bears striking testimony to the thoroughly efficient character of the instruction. In the higher branches, and in the specific subjects (physical geography, first, second, and third years; domestic economy, first, second, and third years; Latin, first, second, and third years; French, first and second years; and mathematics, first and second years), *the pass*, though lower than in the standard examination, was still very creditable.

The members of the committee of management, who met me, were the Rev. Thomas Brown, the Rev. Alexander McKenzie, the Rev. J. G. Cunningham, the Rev. John Thomson, Messrs. James Wilson, William Dickson, David Dickson, and Alexander Gray.

Results.

The following summaries furnish the necessary information:—

The number of those, who obtained certificates of competency to teach drawing at the last examination by the Department of Science and Art, was 11 males and 3 females; while 26 males and 14 females gained prizes. In all, 201 passes were made in one or other of the five subjects required for a full certificate.

The number of male students, who finished their course of training at Christmas 1877, was 42. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	36
" " England - -	5
Attending the university - - - -	1
	42

The number of female students, who finished their course of training at Christmas 1877, was 54. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	27
" " England - - -	27
	54

It thus appears that 96 students left the college at Christmas 1877, with an average salary of 85*l.* 8*s.* for males, and 67*l.* 5*s.* for females.

The results of the recent examination for certificates may be seen from the following summary:—

TIME TABLE.

Morning.

Day.	Class.	7–8.	8–9.	9–10.	10–10.30.	10.30–11.30.	11.30–12.30.	12.30–1.30.
Monday.	Sen.	Music Theory (3).	Breakfast.	Drawing (2).	Prayers.	Arithmetic (3).	School Management (1).	Dinner and Recreation.
	Jun.	Geometry (2).		Arithmetic (3).		Scripture or Liturgy (1).	Writing and Dictation (4).	
Tuesday.	Sen.	Grammar (3).		Geography (4).		Drawing (2).	Scripture or Liturgy (1).	
	Jun.	School Management (4).		Grammar (3).		Scripture or Liturgy (1).	Drawing (2).	
Wednesday.	Sen.	Music Theory (3).		Mental Arithmetic (3).		History (4).	School Management (1).	
	Jun.	Geography (4).		Domestic Economy (2).		Scripture or Liturgy (1).	Mental Arithmetic (3).	
Thursday.	Sen.	Geography (4).		Arithmetic (3).		School Management (1).	Scripture or Liturgy (1).	
	Jun.	Grammar (3).		History (4).		Arithmetic (3).	Drawing (2).	
Friday	Sen.	Drawing (2).		Grammar (3).		Domestic Economy (2).	School Management (1).	
	Jun.	Music Theory (3).		Geography (4).		Scripture or Liturgy (1).	Drawing (2).	
Saturday.	Sen.	Private Study.	-	9–9.30. Prayers.		Examination.		
	Jun.	Private Study.				Examination.		
Sunday	Sen.	—				Morning Service.		
	Jun.	—				Morning Service.		

Afternoon.

Day.	Class.	1.30–4.	4–4.30.	4.30–5.30.	5.30–6.30.	6.30–7.	7–8.	8–9.
Monday -	Sen.	Walk and Recreation.	Tea.	Music (3).	History (4).	Recreation.	Private Study.	Private Study.
	Jun.	Walk and Recreation.		French (6).	Music (3).		History (4).	
Tuesday -	Sen.	Walk and Recreation.		Needlework (2).	Needlework (2).		French (5).	
	Jun.	Walk and Recreation.		Private Study.	Private Study.		Private Study.	
Wednesday.	Sen.	Walk and Recreation.		Music (3).	Private Study.		Private Study.	
	Jun.	Walk and Recreation.		French (6).	Music (3).		Private Study.	
Thursday	Sen.	Walk and Recreation.		Private Study.	Private Study.		Private Study.	
	Jun.	Walk and Recreation.		Needlework (2).	Needlework (2).		Private Study.	
Friday -	Sen.	Walk and Recreation.		Private Study.	Private Study.		French (5).	
	Jun.	Walk and Recreation.		School Management (4).	Private Study.		Private Study.	
Saturday	Sen. Jun.	Half Holiday.						
Sunday -	Sen. Jun.	2.30. Afternoon Service. 5. Tea. 6–8. Chapel Practice and Private Study.						

(1) Rev. Principal; (2) Miss Smith; (3) Miss Kinsley; (4) Miss Oxley; (5) Mons. Richon; (6) Mons. Simon.

It is again my pleasing duty to bear testimony to the perfect discipline, the thorough organization, and the general efficiency of this institution.

The mode of preparing the students for the practical work of their profession remains the same as in 1874, *vide* special report by the Principal for that year (Blue Book, p. 128).

Criticism lessons are regularly given under the superintendence of the Principal, or, in his absence, of one of the other officers of the college.

The industrial instruction continues to be conducted by Miss Smith, and consists of sewing in all its branches, knitting, &c.

In domestic economy the instruction is partly theoretical, with suitable text-books, and partly practical, consisting of laundry and general household work, with cooking under suitable superintendence.

Needlework and Cutting-out.

1. The students of the first year give three hours a week to needlework, &c., which are employed as follows: two hours in making underclothing, which is shown as samples of fine needlework; one hour during the first half of the session, in making coarse mission work, and during the latter half, in cutting-out and tacking together, in paper, articles of underclothing.

2. The students of the second year give two hours a week to needlework, &c., which are employed as follows: in making children's clothing, and in learning darning (both plain and fancy) and grafting, also the various fancy stitches required in the upper standards.

3. The students of the second year spend 25 hours during the session in teaching needlework in the practising schools, under the superintendence of the mistress of method.

4. The time devoted to needlework, cutting-out, darning, &c. for the children in the practising school, is 6½ hours a week.

St. John's Episcopal Female School, Earl Grey Street, continues, with the consent of the managers, to be used as a practising school; but I hope that the authorities of the college will soon be able to erect a practising school, and thus complete their establishment. In reference to the attendance of the students, I have been favoured with the following statement by Miss Atkinson, the mistress of the school:—

"The students in training at the Episcopal College, Dalry House, practise teaching in this school. Three of them come at a time, and remain a month, each taking charge of a class, and giving lessons previously arranged for them. For five hours during the week, each student takes her class for needlework, prepares the sewing, and superintends the girls while doing it.

"The students are always under the supervision of the mistress, who keeps a report of their teaching abilities, and attention to duty while in school."

At my visit to this school in November last, I found in average attendance 203 children, while 229 were present on the day of inspection, and 146 names were entered on the examination schedules as having made the required attendances. The per-centage of failure (reading, 0·00; writing from dictation, 13·54; arithmetic, 18·75) is low, and says much for the efficient character of the instruction.

In the higher branches, and in the specific subjects (domestic economy, second year; English literature, first year; and physical geography, first year;) *the pass* was remarkably good, and reflected much credit both on teacher and taught.

The members of the committee of management, who met me, were the Very Rev. the Dean of Edinburgh, the Rev. Dr. Sandford, and Colonel Lindesay.

Results.

The following summaries furnish the necessary information:—

The number of those, who obtained certificates of competency to teach drawing at the last examination by the Department of Science and Art, was three, while six obtained prizes.

I was informed by the Principal that none of the students attended the examinations in science, as they all took French.

The number of students, who finished their course of training at Christmas 1877, was 20. These have been disposed of as follows:—

Appointed to schools in Scotland - -	10
" " England - -	10
	20

Those, who left the college at Christmas 1877, after a course of two years' training, obtained an average salary of 70*l.*

The results of the examination for certificates at Christmas 1878 may be seen from the following summary:—

Candidates.	Examined at Christmas 1878.	First Division.	Second Division.	Third Division.	Fourth Division.	Failed.	Percentage successful.
Female, 1st year -	30	15	15	—	—	—	100·00
„ 2nd year -	30	7	20	3	—	—	100·00
Totals - -	60	22	35	3	—	—	100·00

Thus out of 60 candidates, none fall below the third division. It may be further observed that of these 60 candidates, 57, or 95 per cent., are in the first and second division, as against 100 per cent. last year.

Although there is thus a falling off since last year, the results may still be considered very satisfactory.

GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE.

I visited this institution in May and June by myself, and in November with Dr. Kerr. The premises were fully described in my report for 1874, and remain unchanged, except that means have been taken, by raising the roof, &c., to improve the ventilation of the upper class-room. A small laboratory has also been fitted up for the use of the science classes.

The sanitary arrangements are remarkably good, and the general health of the students has been satisfactory, as will appear from the following statement, with which I have been favoured by Dr. Miller, the medical officer of the college:—

"Church of Scotland Training College, Glasgow, 20th November 1878.

"I have to report with reference to the students attending the college this year, that of the female students, two died, one suffers from melancholy following upon her mother's death, one has disease of spine, other two were invalided, and another was off about two months from pleurisy.

"Of the male students one died from the bursting of an abscess internally, another as the result of an accident at Govan Ferry, and another has been laid aside with a gastric disorder accompanied by paralysis. Any other illness was not serious, nor long continued. None of them suffered from infectious disease, and no case of illness appeared to arise from their discharge of duty in connexion with the college.

"I have examined the schools and college. Their situation is open, healthy, and airy; the rooms are well lighted, spacious, and well ventilated; the playgrounds are well kept, and all the sanitary arrangements are modern, clean, and well disinfected.

"The position of the boarding-house is very suitable for the purpose: it is within easy distance from the college, has a healthy situation, a southern exposure, excellent drainage, an abundant supply of pure water, and it is furnished with all the modern appliances to secure good health. I have frequently examined into the dieting arrangements, and I find the diet is varied so as to give a change of food each day. The quality and the abundance of the meals supplied to the students are excellent, and every attention is given to the comfort and well-being of the inmates.

"(Signed) HUGH MILLER, M.D.,
"Medical Officer of the College.'

I found in regular attendance the following students:—

MALES.

1st year - - - - - -	50
2nd year - - - - - -	47
	97

FEMALES.

1st year - - - - - -	50
2nd year - - - - - -	47
	97

giving a total of 194 students, as against 204 for 1877.

These may be further divided into two classes, viz.:—

1. Students holding Queen's scholarships:

MALES.

		£
16, each - - - -	(Latin)	24
47 „ - - - - -	-	22
34 „ - - - - -	-	20

FEMALES.

2, each	18
10 „	15
31 „	10
4 „	8

2. Ordinary, or self-supporting, students :

Female	50

In future, all students who have passed in the first class at the admission examination, and who have received special marks for excellence in Latin, will receive bursaries of 24*l.* each. There are also two bursaries for female students, founded by Mr. Ferguson, of Auchinheath, preference being given, *cæteris paribus*, to natives of the parishes of Lesmahagow and Strathaven, and to candidates of the names of Simpson and Paterson.

Of the 97 male students in the college, 96 had been, and only one had not been, a pupil teacher; while of the 97 female students, 82 had been, and 15 had not been, pupil-teachers.

The instruction and training of the students are conducted by the following staff :—

MALES.

No.	Names.	Degrees.	Duties.	Annual Salaries.
				£ s. d.
1	David Ross	B.A., B.Sc. (London).	Principal, constantly	600 0 0
2	John Kerr	M.A. Glasgow	Lecturer, constantly	350 0 0
3	David Forsyth	M.A. Glasgow	Lecturer and drawing master, constantly.	300 0 0 and 50*l.* and half grant for drawing.
4	James P. Watt	M.A. Aberdeen	Lecturer, constantly	300 0 0
5	David B. Johnston	Univ. of Glasgow.	Music master, 5 hours per week.	40 0 0
6	William Young	C. of M.	Teachers of method, 10 hours each per week.	On staff of practising schools.
7	David Buchanan	C. of M. and Univ. of London.		
8	James Beveridge	C. of M. and Univ. of Glasgow.		
9	James Cunningham	- - -	Drill instructor, 4 hours per week.	10 0 0
10	Hugh Miller	M.D. Univ. of Glasgow.	Medical officer, occasionally	50 0 0

FEMALES.—Same as for males, with the addition of—

No.	Names.	Degrees.	Duties.	Annual Salaries.
				£ s. d.
1	A. L. Peace	Mus. Doc. Oxon.	Teacher of pianoforte, 4 hours per week.	100 0 0
2	A. L. Gorecki	- - -	French master, 6 hours per week.	60 0 0
3	Eliza Foulis	C. of M.	Matron, constantly	57 10 0
4	Elizabeth Dickson	C. of M.	Assistant matron, constantly	35 0 0
5	Mrs. Nairne	- - -	Superintendent of boarding-house, constantly.	80 0 0

DISTRIBUTION of TIME of MEMBERS of STAFF.

Names and Subjects.	Hours per Week.			
	Males.		Females.	
	1st Year.	2nd Year.	1st Year.	2nd Year.
David Ross, B.A., B.Sc., Principal :—				
Religious knowledge and school management	3	2	2	3
Political economy	—	1	—	—
Criticism lessons, &c.	2	—	—	3
Reading	—	—	—	1
Penmanship and dictation	—	—	—	1
John Kerr, M.A. :—				
Mathematics and arithmetic	5	5	3	3
Science	2½	4	—	—
David Forsyth, M.A. :—				
English history, and geography	4½	4½	3	5
Reading	½	½	½	—
Drawing and penmanship	4		4½	
James P. Watt, M.A. :				
Classics	5	5	—	—
English and history	2	—	5	2
D. B. Johnston, music	2	3	2	3
W. Young (Teachers of Method)	2	3	2	3
D. Buchanan (Teachers of Method)	2	3	2	3
J. Beveridge (Teachers of Method)	2	3	2	3
J. Cunningham, drill	2	2	—	—
Eliza Foulis, matron	—	—	4	3
Elizabeth Dickson, assistant matron	—	—	4	3
A. L. Gorecki, French	—	—	4	2
Dr. Peace, pianoforte	—	—	3	

In this staff the only changes during the year have been the substitution of David Ross, Esq., B.A. and B.Sc. (London), for Mr. Leitch, as Principal, and of Mr. Johnston, for Mr. Moodie, as teacher of vocal music. The managers have also appointed Mr. A. L. Peace, Mus. Doc. Oxon, master of instrumental music.

The general appearance and tone of the male side of the college were much improved. The discipline was good, and the order and regularity, with which the work of the classes was performed, were very striking to one who had witnessed the gross improprieties of the previous session. Though much of this is no doubt owing to the active interference of the Education Department at the end of that session, still the judicious arrangements of the committee of management, the ability and quiet energy of the Principal, and the cordial co-operation of his colleagues, have contributed not a little to restore the college to its present state of comparative efficiency.

TIME TABLES.

Male Students.—First Year.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9–10.	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)
10–11.	Latin. (Mr. Watt.)	Latin. (Mr. Watt.)	Latin. (Mr. Watt.)	Latin. (Mr. Watt.)	Greek. (Mr. Watt.)
11–12.	History. (Mr. Forsyth.)	Grammar and Composition. (Mr. Watt.)	Geography. (Mr. Forsyth.)	Grammar and Composition. (Mr. Watt.)	Geography. (Mr. Forsyth.)
12–1.	Drawing. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	Drawing and Penmanship. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	Drawing. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	Drawing and Penmanship. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	History, June to Dec. (Mr. Forsyth.)
1–2.	Religious Knowledge and School Management. (Principal.)	Teaching in Practising Schools. (Master of Method and Principal.)	Religious Knowledge and School Management. (Principal.)	Teaching in Practising Schools. (Master of Method and Principal.)	School Management. (Principal.)
2–3.	Physiography. (Mr. Kerr.)	Music. (Mr. Johnston.)	Physiography. (Mr. Kerr.)	Music. (Mr. Johnston.)	Reading. Feb. to June. (Mr. Forsyth.) Physiography, June to Dec. (Mr. Kerr.)

Male Students.—Second Year.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9–10.	Religious Knowledge and School Management. (Principal.)	Greek. (Mr. Watt.)	Religious Knowledge and School Management. (Principal.)	Greek. (Mr. Watt.)	Political Economy. (Principal.)
10–11.	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)	Mathematics. (Mr. Kerr.)
11–12.	Latin. (Mr. Watt.)	Grammar and Composition. (Mr. Forsyth.)	Latin. (Mr. Watt.)	English Literature. (Mr. Forsyth.)	Latin. (Mr. Watt.)
12–1.	Drawing and Penmanship. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	Drawing. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	Drawing and Penmanship. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	Drawing. (Mr. Forsyth.) Drill. (Mr. Cunningham.)	Reading, Feb. to June. (Mr. Forsyth.)
1–2.	Teaching in Practising Schools. (Masters of Method.)	Geography. (Mr. Forsyth.) Physiology. (Mr. Kerr.)	Teaching in Practising Schools. (Masters of Method.)	History. (Mr. Forsyth.) Physiology. (Mr. Kerr.)	Teaching in Practising Schools. (Masters of Method.)
2–3.	Music. (Mr. Johnston.)	Magnetism and Electricity. (Mr. Kerr.)	Music. (Mr. Johnston.)	Magnetism and Electricity. (Mr. Kerr.)	Music. (Mr. Johnston.)

Note.—Students not engaged in the drawing subject of the day attend drill. Physiology aught to those only who have gained 60 per cent. of the marks in history and geography.

TIME TABLES.

Female Students.—First Year.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9-10.	Drawing. (Mr. Forsyth.)	Drawing. (Mr. Forsyth.)	Drawing. (Mr. Forsyth.)	Drawing. (Mr. Forsyth.)	Reading, Feb. to June. Drawing, June to Dec. (Mr. Forsyth.)
10-11.	Geography. (Mr. Forsyth.)	Religious Knowledge and School Management. (Principal.)	Geography. (Mr. Forsyth.)	Religious Knowledge and School Management. (Principal.)	Penmanship. (Mr. Forsyth.)
11-12.	Arithmetic. (Mr. Kerr.)	Teaching in Practising Schools. (Masters of Method.)	Arithmetic. (Mr. Kerr.)	Teaching in Practising Schools. (Masters of Method.)	Arithmetic. (Mr. Kerr.)
12-1.	Sewing and Cutting-out. (Miss Foulis and Miss Dickson.)	History. (Mr. Watt.)	Sewing and Cutting-out. (Miss Foulis and Miss Dickson.)	History. (Mr. Watt.)	Sewing and Cutting-out. (Miss Foulis and Miss Dickson.)
1-2.	Grammar and Composition. (Mr. Watt.)	French. (M. Gorecki.)	Grammar and Composition. (Mr. Watt.)	French. (M. Gorecki.)	Grammar and Composition. (Mr. Watt.)
2-3.	French. (M. Gorecki.)	Music. (Mr. Johnston.)	French. (M. Gorecki.)	Music. (Mr. Johnston.)	Domestic Economy. (Miss Foulis.)

Female Students.—Second Year.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9-10.	Drawing. (Mr. Forsyth.)	Drawing. (Mr. Forsyth.)	Drawing. (Mr. Forsyth.)	Drawing. (Mr. Forsyth.)	Domestic Economy. (Miss Foulis.)
10-11.	Religious Knowledge and School Management. (Principal.)	Grammar and Composition. (Mr. Forsyth.)	Religious Knowledge and School Management. (Principal.)	English Literature. (Mr. Forsyth.)	Religious Knowledge and School Management. (Principal.)
11-12.	Teaching in Practising Schools. (Masters of Method and Principal.)	Reading. (Principal.)	Teaching in Practising Schools. (Masters of Method and Principal.)	Dictation and Penmanship. (Principal.)	Teaching in Practising Schools. (Masters of Method and Principal.)
12-1.	Arithmetic. (Mr. Kerr.)	Sewing and Cutting-out. (Miss Foulis and Miss Dickson.)	Arithmetic. (Mr. Kerr.)	Sewing and Cutting-out. (Miss Foulis and Miss Dickson.)	Arithmetic. (Mr. Kerr.)
1-2.	Geography. (Mr. Forsyth.)	History. (Mr. Watt.)	Geography. (Mr. Forsyth.)	History. (Mr. Watt.)	Geography. (Mr. Forsyth.)
2-3.	Music. (Mr. Johnston.)	French. (M. Gorecki.)	Music. (Mr. Johnston.)	French. (M. Gorecki.)	Music. (Mr. Johnston.)

Note.—Lessons in theory and practice of cookery given at boarding-house, or at cookery classes, on Saturdays from 10 to 12. Lessons in pianoforte music, given by Dr. Peace, from 4 to 7 on Fridays.

The following statement by the Principal explains his method of preparing the students for their future work :—

"In a recent circular it was enjoined by the Education Department that there should be in each training college a 'master of method,' who should hold no other office. The circular seems to have been drawn up without reference to the conditions observed in selecting the staff for a Scotch training college. It aimed at securing due superintendence of the students while engaged in the practising schools in acquiring proficiency in the art of teaching. To meet its requirements the following arrangements have been made. One additional male and one additional female certificated assistant have been added to the staff, and the master of each department has been set free from his class teaching for two hours per day. The students, in parties of 12 to 15, enter the departments, and on certain days all teach under the superintendence of the masters. On other days two students in succession deliver lessons of 20 minutes each in presence of their fellows, who afterwards criticise the lessons according to the subjoined scheme. The masters subject both lessons and criticism to revision, and form opinions which are embodied in a report to the Principal.

"In this way nine reports on each student's ability and progress are made to the Principal during the session, and afford much aid in determining the merit of the student as a teacher. The Principal is present at these lessons and criticisms in as many cases as possible.

"*Scheme.*—During the session notes for nine lessons are prepared and delivered by each student, three from each of the three groups.

"(*a.*) Reading, spelling, dictation, writing, arithmetic.

"(*b.*) Grammar, analysis, geography, history.

"(*c.*) Object lessons, lessons on 'common things,' elementary science, domestic economy &c.

"The notes must indicate—

"(*a.*) The age of the pupils, or the standard;

"(*b.*) The number of pupils; and

"(*c.*) The time required for the lesson.

"The master and students are required to observe and criticise—

"(1.) The teacher's manner, } as indicating the teacher's moral fitness, sym-
"(2.) The tone and discipline of the class, } pathy, and earnestness;

"(3.) His notes, as showing his grasp of the subject and power of arrangement;

"(4.) His illustrations, as showing his dexterity in handling apparatus, and his power of using his collateral knowlege to elucidate the subject in hand; and

"(5.) His language, as a sign of culture."

"The masters and students have taken to this scheme with zeal: the former feel that they can now exercise a real control over the students; the latter have shown very considerable skill, and much discretion in criticism. Weakness in any point is at once noticed, and the anxious student profits by the attention drawn to any defect.

"In addition to the above regular instruction in class teaching, the senior students spend an entire week in the practising schools, in order to become conversant with those details of school routine, which could not otherwise be brought before them."

Criticism lessons are given regularly under the superintendence of the Principal.

Drill.—This important branch of training continues to be conducted by the janitor, a volunteer of many years' experience. The course consists of the usual squad and company drill, with other gymnastic exercises. Compared with the previous session, the behaviour of the students was exemplary, and the way in which they executed the different movements deserves commendation.

The number of students attending the University of Glasgow during the present session, in terms of Art. 102 (*b*) of the Code, is as follows :—

1. (*a.*)	Who passed entrance examination in July last - -	8
(*b.*)	At end of first year at training college - -	12
(*c.*)	" second " " - -	4
		24

2. Classes attended:—Latin, Greek, mathematics, English language and literature.

The industrial instruction of the female students is conducted by Miss Foulis and her assistant, Miss Dickson. It consists of the usual branches necessary to prepare them for the Christmas examination, and also those necessary to make them efficient teachers of needlework in all its branches. In addition to theoretic instruction in domestic economy, the students of the first year received practical instruction in laundry work, while those of the second year attended a course of lessons in practical cooking at the Glasgow School of Cookery. Such students as reside in the boarding-house have the further advantage of stated instruction in practical cookery, laundry, and general household work, under the superintendence of the matron, Mrs. Nairne.

Needlework and Cutting-out.

1. The female students are taught needlework, &c. in two classes, senior and junior, under the direction and superintendence of the matron and her assistant. Each class receives not less than three hours' instruction per week.

2. The method employed for making the students efficient in needlework is as follows :—

Each student, during the two years of her course, has to shape and sew, in her best style, a miniature model of each of the different articles of underclothing, also, on a square of cloth, to exhibit good specimens of the various stitches employed in

sewing. She must also knit a model stocking and sock. These articles are her private property, and she may take them with her when she leaves the college. In addition to these exercises in needlework, &c., she must cut out in cardboard, from shapes supplied to her in the college, a complete set of shapes for every style of garment, that she would require to cut out in her own school.

3. The students of each year are divided into four sections, for practical instruction in teaching—each section numbering about 12. One section teaches in the senior department, one in the junior, one in the infant, and one in the industrial, for one-fourth of the session; after which the sections change to new departments for another fourth of the session, and so on until the complete round of the departments has been made each year. Thus each section spends over two months per session in teaching in the industrial department: the junior students for two hours a week, the senior for three. Each student has a class of from 8 to 12 pupils to instruct in needlework, &c. The matron and her assistant are engaged in superintending the instruction thus given, and in directing the students in conducting their classes. The time tables of the practising schools are so arranged as to allow each student to be thus engaged, during some part or other of her course, in teaching needlework to children of every degree of advancement in the institution.

4. Three hours a week are given to needlework, &c in the practising schools. The classes for sewing are not exactly the same as those for the standard work of the Code, but they correspond to a certain extent. The girls are classified as directed in Schedule III. of the Code, and the work is very much what is there prescribed.

Practising Schools.—I have been favoured by my colleague, Dr. Kerr, with the following details of the last visit. On that occasion the average attendance was 1,083, while 1,067 were present on the days of inspection, and 888 names (*i.e.*, 840 above seven years, and 48 below that age) were entered on the examination schedules as having made the required attendances. The per-centage of failure (reading, 0·47; writing from dictation, 5·35; arithmetic, 5·71) is very low, and says much for the thoroughly efficient character of the instruction. While in the higher branches, and in the specific subjects (domestic economy, first and second stages; animal physiology, first and second stages; physical geography, first stage; Latin, second stage; and French, first stage), *the pass* was remarkably good. It thus appears that, both in the ordinary and the specific subjects, this large and important school has made very gratifying progress during the year.

As on former occasions, I met the committee of management. The members present were the Rev. Professor Dickson, D.D., the Rev. J. Marshall Lang, D.D., John N. Cuthbertson, Esq., Daniel Forbes, Esq., and Professor Laurie, secretary.

Results.

The following summaries furnish the necessary information:—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows:—

Passes	222
Prizes	48
Certificates	29

The number of male students, who finished their course of training at Christmas 1877, was 49. These have been disposed of as follows:—

Appointed to schools in Scotland	48
Unappointed	1
	49

The number of female students, who finished their course of training at Christmas 1877, was 54. These have been disposed of as follows:—

Appointed to schools in Scotland	48
" " England	5
Dead	1
	54

It thus appears that 103 students left at Christmas 1877, with an average salary of 80*l.* for males, and 70*l.* for females.

The results of the recent examination for certificates may be seen from the following summary :—

Candidates.	Examined at Christmas 1878.	First Division.	Second Division.	Third Division.	Fourth Division.	Failed.	Percentage successful.
Male, 1st year -	50	10	30	10	—	—	100·00
„ 2nd year -	46	16	20	9	—	1	97·82
Female, 1st year -	49	28	19	2	—	—	100·00
„ 2nd year -	47	24	16	7	—	—	100·00
Totals - -	192	78	85	28	—	1	99·51

Thus out of 192 candidates, only one has failed to obtain a place in the class list. It may be further observed that of these 192 candidates, 163, or 84·89 per cent. are in the first and second division, as against 90·59 per cent. in 1877.

Although there is thus a falling off since last year, the result may still be considered satisfactory in the circumstances.

GLASGOW FREE CHURCH TRAINING COLLEGE.

I visited this institution in May by myself, and in December with Dr. Kerr. The premises were described in previous reports, and I found them in the same satisfactory condition at my recent visit. The sanitary arrangements are excellent, and the general health of the students during the past session has been unprecedentedly good, as will be seen from the following statement with which I have been favoured by Dr. Adams, the medical officer of the college:—

"62, Cambridge Street, Glasgow, 2nd December 1878.

"I have pleasure in reporting that the state of health of the students attending the Free Church Training College during the past 12 months has been unprecedently good. Only in one instance, that of a female student, have I found it expedient to recommend a short intermission of study, and there a couple of weeks' rest in the country secured a perfect recovery from a state of depression brought on by too intense application. Other cases requiring my professional aid have been mere temporary ailments of the most trivial import.

"(Signed) JAMES ADAMS, M.D.,
"Medical Officer of the College."

The number of students during the past session was as follows :—

MALES.

First year - - - - -	46
Second year - - - - -	39
	85

FEMALES.

First year - - - - -	72
Second year - - - - -	62
	134

giving a total of 219 students, as against the same number for 1877.

These may be further divided into two classes, viz.:—

1. Students holding Queen's scholarships :

MALES.

	£
45, each - - - - -	25
40 „ - - - - - -	23

FEMALES.

66, each - - - - - -	15
18 „ - - - - - -	12

2. Ordinary, or self-supporting, students :

Female - - - - - -	50

Of the 85 male students in the college, 76 had been, and 9 had not been, pupil-teachers ; while of the 134 female students, 90 had been, and 44 had not been, pupil-teachers.

The training and the instruction of the students are conducted by the following staff:—

MALES.

No.	Names.	Degrees.	Duties.	Annual Salaries.
				£ s. d.
1	Thomas Morrison -	M.A. Aberdeen.	Principal - - -	600 0 0
2	John Kerr - -	LL.D. Glasgow.	Lecturer, mathematics -	450 0 0
3	A. H. Dick - -	D.Sc. Edin.	Lecturer, history and geography.	400 0 0
4	Edmund Boyd -	- - -	Master of method -	400 0 0
5	James White - -	- - -	Drawing master - -	100 0 0
6	W. M. Miller -	- - -	Music master - -	100 0 0
7	Mons. Gorecki -	- - -	French master - -	100 0 0
8	Mrs. James - -	- - -	Matron - - -	100 0 0
9	Mrs. Black - -	- - -	Practical cooking -	20 0 0
10	Sergt.-Major Simpson.	- - -	Drill master - -	4*s.* 6*d.* per lesson.
11	John Riddell - -	- - -	Janitor - - -	65 0 0

The female students receive their general instruction from the same staff of lecturers as the males; indeed, the whole arrangements are so similar, that any remarks which I make on the one class are equally applicable to the other.

TIME TABLE.

Day.	Class of Student.		9–10.	10–11.	11–12.	12–1.	1–2.	2–3.
Monday -	Male -	1st year -	Rector.	Dr. Kerr.	Dr. Kerr.	Mr. Boyd.	Dr. Dick.	Music.
		2nd year -	M. Gorecki.	Mr. Boyd.	Mr. Boyd.	Rector.	Mr. White.	Dr. Dick.
	Female	1st year -	Rector.	Writing.	Dr. Dick.	Dr. Kerr.	Mr. Boyd.	Music.
		2nd year -	Mr. White.	M. Gorecki.	Writing.	Dr. Dick.	Dr. Kerr.	Mr. Boyd.
Tuesday -	Male -	1st year -	Rector.	Dr. Kerr.	Dr. Kerr.	Dr. Dick.	Rector.	Music.
		2nd year -	Mr. White.	Rector.	Mr. Boyd.	Dr. Kerr.	Dr. Dick.	Mr. Boyd.
	Female	1st year -	Rector.	Dr. Kerr.	Dr. Dick.	Mr. Boyd.	Dr. Kerr.	Music.
		2nd year -	M. Gorecki.	Mr. Boyd.	Mrs. James.	Rector.	Mr. Boyd.	Dr. Dick.
Wednesday	Male -	1st year -	Mr. White.	Dr. Kerr.	Mr. Boyd.	Dr. Dick.	Dr. Dick.	Mr. Boyd.
		2nd year -	Rector.	Mr. Boyd.	Dr. Kerr.	Dr. Kerr.	Mr. Boyd.	Music.
	Female	1st year -	M. Gorecki.	Rector.	Mrs. James.	Mr. Boyd.	Mr. White.	Drill.
		2nd year -	Rector.	Mrs. James.	Dr. Dick.	Rector.	Dr. Kerr.	Music.
Thursday -	Male -	1st year -	Mr. White.	Dr. Kerr.	Mr. Boyd.	Rector.	Mr. Boyd.	Dr. Dick.
		2nd year -	Rector.	Rector.	Dr. Kerr.	Dr. Kerr.	Dr. Dick.	Music.
	Female	1st year -	M. Gorecki.	Mr. Boyd.	Mrs. James.	Dr. Dick.	Dr. Kerr.	Mr. Boyd.
		2nd year -	Rector.	Mrs. James.	Dr. Dick.	Mr. Boyd.	Dr. Dick.	Music.
Friday -	Male -	1st year -	Rector.	Dr. Kerr.	Rector.	Dr. Kerr.	Dr. Dick.	Dr. Dick.
		2nd year -	M. Gorecki.	Rector.	Dr. Kerr.	Dr. Dick.	Rector.	Mr. Boyd.
	Female	1st year -	Mrs. James.	Dr. Kerr.	Dr. Dick.	Mr. Boyd.	Mr. White.	Rector.
		2nd year -	Mr. White.	Mr. Boyd.	Mr. Boyd.	Dr. Dick.	Dr. Kerr.	Drill.

Rector: Bible, Latin, English grammar. Dr. Kerr: mathematics (including Euclid, algebra, and mensuration) and arithmetic. Dr. Dick: history, geography, and economy. Mr. Boyd: school management, reading, and penmanship. Mr. White: drawing. Mr. Miller: vocal music. Mons. Gorecki: French. Mrs. James: needle-work and domestic economy.

During my visits, I had repeated opportunities of seeing the methods of instruction pursued by the lecturers and the other masters of the college, and I have the pleasure of expressing my satisfaction with the general way in which the work of instruction is carried on in all its departments. The discipline and order are remarkably good,

Profession.

(*a.*) Revisal of work of *first* year.
(*b.*) A thorough drill in all kinds of stitches employed in making garments.
(*c.*) Cutting-out of every description suitable for children or females.
(*d.*) All kinds and classes of fancy work.
(*e.*) Competitive examinations are held periodically to insure *quality, quantity*, and *speed*. The subjects are patching, darning (various kinds), button-holing, and marking.

3. (*a.*) The students of the first year are themselves only *learners*, and could not, therefore, give efficient assistance in cutting-out and placing. They, however, give what help they can, when in the practising schools.

(*b.*) The students of the second year give a fortnight's service (five hours per week) in each of the two divisions of the practising schools. They are drafted off in groups of *four*, and are responsible for the work, the discipline, and the conduct of their respective classes.

4. In the practising schools there are two departments for industrial work—a junior and a senior. All the pupils get five hours' instruction in needlework, &c.

(*a.*) In the junior department the whole time is devoted to plain sewing, placing, knitting, and patchwork.

(*b.*) In the senior department the work is as follows :—

(1.) Plain sewing, patching, darning, marking, and knitting.

(2.) Cutting-out in *paper* and *cloth*, and making up the various articles applicable to the family of a *working* man.

Practising Schools.—Through my colleague, Dr. Kerr, the senior Inspector of the district, I have been favoured with the following report on the practising schools attached to the college, which were examined before he took charge of the district.

The large practising schools connected with this institution are in a very prosperous condition in respect of attendance, and exhibit, as a whole, a satisfactory state of efficiency. The junior department made a very creditable appearance. In the 1st Standard the pass was excellent, in the 2nd and 3rd Standards there was virtually no failure in the pass work, while in the 4th Standard the results brought out by examination were highly creditable in reading and dictation, but in arithmetic there was considerable weakness. In the senior department the *pass* was not so creditable as in the junior department, especially in reading and grammar, which were the weak points. In geography and history, and in the specific subjects (physical geography, physiology, and English literature) the pupils passed a good examination.

Industrial work appeared to receive careful attention throughout the school. Mrs. James, who presides over this department in the senior division of the school, deserves special commendation for the very sensible and useful way in which she has taught the girls domestic economy. Her pupils made an admirable appearance, while the exhibition of plain white seam, knitting, patching, darning, and mending was the best which I have met with in any school.

As on former occasions, I met the committee of management. The members present were, the Rev. Principal Douglas, Dr. Paterson, Dr. Blackie, G. M. Grierson, Esq., and James Parlane, Esq.

RESULTS.

The following summaries furnish the necessary information:—

Drawing.—The results of the recent examination by the Department of Science and Art were as follows:—

Passes	219
Prizes	43
Certificates	24

Music.—During the session, 75 students took the intermediate certificate of the Tonic Sol-fa College, and 13 have taken the member's certificate.

The number of male students, who finished their course of training at Christmas 1877, was 45. These have been disposed of as follows :—

Appointed to schools in Scotland	42
" " England	1
At university	1
Emigrated to New South Wales	1
	45

The number of female students, who finished their course of training at Christmas 1877, was 67. These have been disposed of as follows :—

Appointed to schools in Scotland - - -	45
" " England - - -	20
At home - - - - - -	2
	67

It thus appears that 112 students left at Christmas 1877, with an average salary of 85*l.* for males, and 70*l.* for females.

The results of the recent examination for certificates may be seen from the following summary :—

Candidates.	Examined at Christmas 1878.	First Division.	Second Division.	Third Division.	Fourth Division.	Failed.	Percentage successful.
Male, 1st year -	43	14	25	4	—	—	100·00
" 2nd year -	38	17	15	6	—	—	100·00
Female, 1st year -	67	26	39	2	—	—	100·00
" 2nd year -	61	25	18	18	—	—	100·00
Totals - -	209	82	97	30	—	—	100·00

Thus out of 209 candidates, none fall below the third division. It may be further observed that of these 209 candidates, 179, or 85·64 per cent., are in the first and second division, as against 90·61 per cent. last year.

Although there is thus a falling off since last year, the result may still be considered satisfactory.

ABERDEEN CHURCH OF SCOTLAND FEMALE TRAINING COLLEGE.

I visited this institution in June by myself, and in October with Mr. Hall. The buildings are now completed. They are very commodious, well arranged, and in every way well adapted to meet the requirements of a training college. The sanitary arrangements are satisfactory, and well attended to both in the college and the adjoining boarding-house, but the general health of the students seems to have been very considerably affected by the prevailing epidemic of the season, &c., as will be seen from the following statement, with which I have been favoured by Dr. Ogston, the medical officer of the college :—

"Church of Scotland Training College, Aberdeen, 12th October 1878.

"The year just completed has been attended with an unusual amount of sickness. For the most part this has been due to the epidemic of scarlet fever prevailing in Aberdeen, and which has proved very troublesome to other similar institutions, where numbers of young persons are aggregated. The type of the disease has been so mild that there have been no dangerous cases; but of course work has been interfered with. The disease is still prevalent in Aberdeen, and it is possible, that it may be again heard of during the present session. There are no further precautions that can be taken against it.

"The tendency commented on last year, and which is common to all occupations involving stooping, viz., towards the form of indigestion known as gastric catarrh, has been still very evident among the students.

"One student was obliged to abandon her studies and return home on account of her health. She showed signs of incipient disease of the spine.

"Two hundred and thirty-six medical inspections have been made in connexion with the college."

"(Signed) ALEX. OGSTON, M.D."

I found in regular attendance the following students :—

FEMALES.

First year - - - - - -	40
Second year - - - - -	40
	80

giving a total of 80 students, as against 78 for 1877.

These may be further divided into two classes, viz. :—

1. Students holding Queen's scholarships :—

2 each - - - - - -	18
10 „ - - - - - -	15
28 „ - - - - - -	10

2. Ordinary, or self supporting, students :—

Female - - - - - -	40

Of the 80 students in the college, 26 had been, and 54 had not been, pupil-teachers. The instruction and the training of the students are conducted by the following staff :—

No.	Names.	Degrees.	Duties.	Annual Salaries. £ s. d.
1	Joseph Ogilvie -	M.A. Aberdeen.	Principal, constantly; school management, 3 hours; criticism lessons, 2 hours; Scriptures, 3 hours; arithmetic, 4 hours; reading and writing, 3 hours; history, 1 hour.	500 0 0
2	Robert McWilliam	M.A. Aberdeen.	Lecturer, constantly; English, 6 hours; history, 2 hours; arithmetic, 4 hours; geography, 4 hours; practical geometry, $1\frac{1}{3}$ hours.	275 0 0
3	Mary Vollar -	- - -	Lady superintendent, constantly; needlework, 5 hours; French, 2 hours.	80 0 0
4	Elizabeth Chelland	C. of M. -	Lecturer and music governess; French, 2 hours; history, 1 hour; music, 16 hours.	70 0 0
5	Margaret Laing -	C. of M. -	Assistant, French, 2 hours -	20 0 0
6	James Wilson -	- - -	Teacher of singing, 5 hours -	45 0 0
7	John P. Fraser and assistant.	- - -	Teacher of drawing, 2 hours -	Grant for drawing.
8	Septimus Parker -	- - -	Teacher of pianoforte, 8 hours	64 0 0
9	Louisa Ross -	C. of M. -	Domestic economy, 2 hours; infant school management, 1 hour.	20 0 0

TIME TABLE.

Hour.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9–10.	Senior.	French (3).	School Management (1).	History (2).	Scriptures (1).	French (3).
	Junior.	French (4 and 5).	Geography (2).	Scriptures and History (1 and 4).	Geography (2).	French (4 and 5).
10–11.	Senior.	History (2).	Arithmetic (2).	Arithmetic (1).	Arithmetic (2).	Reading and Writing (1).
	Junior.	Scriptures and History (1).	Arithmetic (1).	Arithmetic (2).	Arithmetic (1).	Arithmetic (2).
11–12 or 12.30.	Senior.	Scriptures and Arithmetic (1).	English (2).	Criticism Lesson (1).	English (2).	Criticism Lesson (1).
	Junior.	English (2).	Reading and Writing (1).	English (2).	Reading and Writing (1).	Practical Geometry (2).
12–1.	Senior.	—	—	—	—	Domestic Economy (9).
	Junior.	—	Domestic Economy (9).	—	Infant School Management (9).	—

Practising School.—I have been favoured by my colleague, Mr. Hall, the senior Inspector of the district, with the following details of his last visit. On that occasion he found in average attendance 616 children, while 705 were present on the days of inspection, and 571 names (*i.e.*, 512 above seven years, and 59 below that age) were entered on the schedules as having made the required attendances. In the standard examination there were 1,070 passes out of 1,224 possible passes, or, in the form of a per-centage, 87·41 children passed in the three subjects of reading, writing from dictation, and arithmetic; while in the specific subjects (English literature, mathematics, Latin, French, physical geography, and domestic economy) the per-centage of success was 83·52 per cent.

RESULTS.

The following summaries furnish the necessary information:—

The number of those who obtained certificates of competency to teach drawing at the last examination by the Department of Science and Art was 3, while the number of passes made in individual subjects was 75, and the grant earned 33*l.*

I was informed by the Principal that none of the students attended the examination in science, as they all took the language paper.

The number of students, who finished their course of training at Christmas 1877, was 38. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	36
" " England - - -	1
At home (ill-health) - - - -	1
	38

It thus appears that 38 students left the college at Christmas 1877, with an average salary of 61*l.* 10*s.*

The results of the recent examination for certificates may be seen from the following summary:—

Candidates.	Examined at Christmas 1878.	First Division.	Second Division.	Third Division.	Fourth Division.	Failed.	Per-centage successful.
Female, 1st year -	38	20	15	3	—	—	100·00
2nd year -	40	17	21	2	—	—	100·00
Totals - -	78	37	36	5	—	—	100·00

Thus out of 78 candidates, none fall below the third division. It may be further stated that of these 78 candidates, 73, or 93·58 per cent., are in the first and second division, as against 92·30 per cent. last year.

This may justly be considered a most satisfactory result.

ABERDEEN FREE CHURCH FEMALE TRAINING COLLEGE.

I visited this institution in June by myself, and in October with Mr. Hall. The accommodation was described in my report for 1875, and remained the same in all respects. The managers, however, are keenly alive to the disadvantages under which the work of the college is at present conducted, and expressed an earnest wish to provide new and more suitable premises as soon as possible.

Every means have been taken to make the temporary premises comfortable and convenient. The sanitary arrangements are satisfactory, and, though scarlet fever of a mild type was prevalent in the city during the session, the general health of the students was very satisfactory, as will appear from the following statement by Dr. Urquhart, the medical officer of the college:—

"Free Church Training College, Aberdeen, 12th October 1878."

"I beg to report that the health of the students attending the college this session has been very satisfactory, and quite as good as at any former period.

"Several cases of slight indisposition occurred during the session, but these did not cause continued absence from college.

'One student did not return after the Christmas holidays, in consequence of a very severe attack of cold, which affected her chest, and rendered her unfit to resume her studies.

"Another student had an attack of scarlet fever, and had to return home immediately before last Christmas examination.

"The most important case was that of —— ——, who became affected with disease of the spine, and had to withdraw from the college in consequence.

"(Signed) J. URQUHART, M.D.,
"Medical Officer of the College."

The number of students during the past session was as follows :—

FEMALES.

First year - - - - - -	38
Second year - - - - -	36
	74

giving a total of 74 students, as against the same number for 1877.

These may be further divided into two classes, viz. :—

1. Students holding Queen's scholarships :

	£
38, each - - - - - -	15
14 „ - - - - - -	12

2. Ordinary, or self-supporting, students :

Female - - - - - -	22

Of the 74 students in the college, 33 had been, and 41 had not been, pupil-teachers

The instruction and the training of the students are conducted by the following staff :—

No.	Names.	Degrees.	Duties.	Annual Salaries. £	s.	d.
1	Alexander Ramage -	- - -	Principal, constantly; Scripture, 4 hours; grammar and composition, 3 hours; geography, 2 hours; history, 2 hours; school management, 3 hours; teaching and criticism, 2 hours; arithmetic, 5 hours.	400	0	0
2	Agnes Walker -	- -	Lecturer and superintendent, constantly; Scripture, 1 hour; grammar, 3 hours; geography, 2 hours; history, 2 hours; reading, 2 hours; domestic economy, 2 hours; sewing, 4 hours; arithmetic, 3 hours; teaching and criticism, 2 hours.	135	0	0
3	Lizzie P. Savage -	- - -	Lecturer, occasionally; French, 2 hours; sewing, 2 hours; writing, 2 hours; domestic economy, 2 hours; exercises, 5 hours.	60	0	0
4	William Litster -	- - -	Lecturer on music, 4 hours	48	0	0
5	Robert L. Grant -	- - -	Teacher of drawing, 4 hours.	40	0	0
6	Alphonse Jeanneret -	- - -	Teacher of French, 4 hours	40	0	0

TIME TABLE.

—	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
Monday	Bible (1).	English (1).	Geography (1).	Arithmetic (1).	Drawing (5).	Sewing (2).
	Bible (2).	English (2).	Geography (2).	Sewing (3).	Music (4).	Arithmetic (1).
Tuesday	School Management (1).	French (6).	History (1).	Sewing (2).	Music (4).	Arithmetic (1).
	History (2).	Teaching (1 and 2).	Arithmetic (2).	Bible (1).	French (6 and 3).	Sewing (2).
Wednesday	Teaching (1 and 2).	English (1).	Sewing (3).	Bible (1).	Reading (2).	Domestic Economy (3).
	Teaching (1 and 2).	English (2).	Domestic Economy (2).	Bible (1).	Drawing (5).	Sewing (2).
Thursday	Arithmetic (1).	Writing (3).	Geography (1).	English (1).	Music (4).	School Management (1).
	Arithmetic (2).	English (2).	Geography (2).	Reading (2).	French (6 and 3).	Drawing (5).
Friday	Domestic Economy (2).	History (1).	French (6).	Bible (1).	Drawing (5).	Arithmetic (2).
	School Management (1).	History (2).	Domestic Economy (3).	Writing (3).	Music (4).	Arithmetic (1)

The work of instruction continues to be conducted in a very satisfactory manner in all respects. The discipline and order are excellent, and the general arrangements of the institution are as complete and satisfactory as could be fairly expected in temporary premises.

The following statement, with which I have been favoured by the Principal, explains fully his method of preparing the students for the practical work of the school:—

"During the present session no change of any importance has been made in the method of training the students for the practical work of their future profession.

"First year students continue to teach at least one hour weekly in some of the departments of the practising schools under my own superintendence, and that of the teacher of the department. Model lessons are also frequently taught before them, with a view to illustrate some point brought before the class in the school management lecture immediately preceding, and two or more of the students are then called upon to teach a similar lesson.

"Students of the second year require to spend at least one week in one of the departments of the practising school, and to take part in all the work carried on there. As they are duly superintended, and their week's work carefully tested and reported upon, each is anxious to to make a good appearance. At the same time, ample opportunity is afforded them of becoming acquainted with the grouping of classes, the mode of marking registers, and the ordinary work of an elementary school. Criticism lessons continue to be given, with that regularity which their importance demands.

"Each student of both first and second years teach at least two criticism lessons during the year, one of these to an infant, and the other to a more advanced class."

Criticism lessons are given regularly under the superintendence of the Principal.

The industrial instruction is conducted by Miss Walker, and consists of sewing, cutting-out, fixing, &c. As there is no boarding-house connected with the college, the instruction in domestic economy is necessarily confined to lectures on the theory, with Tegetmeier's "Manual of Domestic Economy," Stoker's "Home Comfort," and Chambers' "Household Cookery," as text-books. By the kind permission of the Aberdeen School Board, each class of students received, during the earlier part of the session, a course of 10 lessons from their cookery instructor. As the students had, in turn, to assist in the actual operations of cooking, these lessons were as interesting as they were profitable.

NEEDLEWORK AND CUTTING-OUT.

1. Time given weekly by students to needlework and cutting-out:—

First year - - - -	3 hours.
Second year - - - -	2 „

2. Time given weekly by students to teaching needlework, &c. in the practising schools:—

First year - - - -	0 hours.
Second year - - - -	1 hour.

while each student of the second year has, in addition, to teach and manage a sewing class for *two* weeks.

3. Time given weekly by pupils in practising schools to needlework, &c., 5 hours.

Remarks.

1. To make the students good seamstresses, both the senior and junior students spend two hours a week in making the various articles of underclothing, and in learning the different branches of needlework, such as mending, marking, darning, &c. In addition to this, each student performs an exercise in sewing every week at home. These exercises are carefully inspected, defects pointed out, and a value assigned to each. These marks, along with those received for sewing at the quarterly examinations, are registered, and on them depends the class of the special certificate for sewing granted to each student on leaving the college.

2. For the purpose of giving them a practical knowledge of sewing, and insuring that they shall be good teachers of the same, the senior students are engaged one hour per week in instructing the girls in the practising schools in the various branches of needlework. Each student, moreover, spends two entire weeks throughout the year in the sewing department of the practising school, during which time an opportunity is afforded her of seeing how sewing is taught in the various standards.

3. As most of the junior students know little or nothing about cutting-out, when they enter college, it has been thought more advisable to employ the third hour, set apart in the time-table for sewing, in instructing them how to cut out and place the various articles of clothing in common use.

4. In the industrial department of the practising school, the infants and girls in Standard I. are taught by the infant schoolmistress, assisted by four pupil-teachers, while all the girls above Standard I. are under the care of a sewing mistress and eight pupil-teachers.

Five hours a week are devoted to this branch of education. The children are all arranged in standards according to their progress, and are taught according to the Code.

These are visited by the lady superintendent once a week for the purpose of inspecting their work, and giving them marks according to the progress made during the week. These marks are duly registered, and an account of the number of marks which each child has gained, together with those which she *might have obtained*, is sent to the parents every six weeks.

Practising Schools.—I have been favoured with the following details of the last visit of Her Majesty's Inspector. On that occasion he found in average attendance 533 children, while 556 were present on the days of inspection, and 464 names were entered on the examination schedules as having made the required attendances. The per-centage of failure (reading, 4·12; writing from dictation, 2·1; arithmetic, 2·1) is very low, and bears striking testimony to the thoroughly efficient character of the instruction. In the higher branches, and in the specific subjects (English literature, domestic economy, physical geography, mathematics, and French), *the pass*, though not so high as in the standard examination, was still very creditable.

As on former occasions, I met the committee of management. The members present were, the Rev. John Laidlaw, the Rev. Alexander F. Moir, Francis Edmond, Esq., and David McDonald, Esq.

Results.

The following summaries furnish the necessary information:—

At the recent examination by the Department of Science and Art, 4 students obtained certificates of competency to teach drawing, and 15 gained prizes.

I was informed by the Principal that none of the students attended the examination in science, as they all took the language paper.

The number of students, who finished their course of training at Christmas 1877, was 35. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	29
" " England - - -	4
Gone to America - - - - -	1
At home - - - - - -	1
	35

It thus appears that 35 students left the college at Christmas 1877, with an average salary of 62*l.* 4*s.* 3*d.*

The results of the examination for certificates at Christmas 1878 may be seen from the following summary :—

Candidates.	Examined at Christmas 1878.	First Division.	Second Division.	Third Division.	Fourth Division.	Failed.	Per-centage suc-cessful.
Female, 1st year -	37	16	18	3	—	—	100·00
„ 2nd year -	36	15	16	5	—	—	100·00
Totals - -	73	31	34	8	—	—	100·00

Thus out of 73 candidates, none fall below the third division. It may be further stated that of these 73 candidates, 65, or 89·04 per cent., are in the first and second division, as against 90·41 per cent. last year.

Although there is thus a slight falling off as compared with last year, still the results may fairly be considered very satisfactory.

REPORT, *for the Year* 1878, *by* JOHN HULLAH, ESQ., LL.D., *Inspector of Music, on the* EXAMINATION *in* MUSIC *of the* STUDENTS *of* TRAINING COLLEGES *in* GREAT BRITAIN.

MY LORDS,

THE year-by-year improvement in practical musical skill and theoretical knowledge of the students in training colleges has shown itself none the less clearly in the examinations of the past than of any preceding year. This improvement is attributable to a variety of causes. Fewer students now enter the colleges without any musical preparation; the subject is every year felt by them to be of increasing importance; closer acquaintance with it has engendered increased love for it. To these must be added the all but universal substitution of good methods of teaching for bad; the changes, almost always for the better, among the teachers themselves; and the increased skill naturally resulting from increased experience even among the most skilful of these; and to these again the growing conviction among college authorities that music is an *educational* subject, one in which every student can, with fair opportunities, attain a fair amount of proficiency, and in the attainment of which proficiency it will be found that his judgment, his memory, his quickness of perception have been largely benefited. The talk, once all but universal in training colleges, about music "as a *relief* to graver and more important studies" is now, and indeed has long been, a thing of the past. Every subject is no doubt a "relief" to every other; not because it is of necessity inferior in its aims or in its processes, but because variety of occupation of itself serves some of the best purposes of rest.

While congratulating ourselves on the operation for good of these various causes, we must guard ourselves against looking upon the results of them as satisfactory. Fewer students have no doubt entered the training colleges without any musical preparation, but this preparation is commonly found to be very slight. Why should *any* students enter altogether unprepared in a subject admitted to be of such importance, and in which any one *who begins early enough*, may be prepared with a very moderate amount of time and pains? More may be done for the formation of the ear, the basis of all musical skill and science, in six months, between the ages of 6 and 12, than in as many years between the ages of 16 and 22. The singing of a student who has been taught, however little, as a child is instantly distinguishable from that of one who knew nothing of the subject when he entered his training college. The quickness of ear, tested in the recognition of musical sounds played or sung, and the familiarity with musical characters, shown in readiness in reading from them, admit of no comparison. The former reads notes as a scholar reads words, fluently, easily, having always his eye *ahead of his voice;* the latter timidly, hesitatingly, and *one at a time.* If the former make a mistake, he can correct it instantly, or, better still, ignore it and go on as if it had not been made; if he loses his place he can readily find it again; while the latter, in either case, generally comes helplessly and hopelessly to a full stop. Moreover a truth has latterly been dawning upon me, for the confirmation of which more experience is perhaps as yet needed, but which I so far believe to be a truth, and even one of universal application. The young men and women in the training schools, probably all others, who have indifferent voices—I find none who have "no voice"—are simply those *who have never sung as children.* Whenever I have questioned a student, whatever the quality of his voice, in regard to this statement, the answer has always been confirmatory of this statement. The student with an

indifferent voice, too often an indifferent ear also, is found never to have sung as a child. The student with a good voice and a good ear has invariably had some instruction or practice at school, sung in a choir, or been taught by one or other of his parents. "Father began to teach us all to sing, as soon as, almost before, we could speak," said an unusually accomplished female student to me last year. If only fathers or mothers with the slightest musical knowledge or skill would, for a few minutes every day, apply either to the cultivation of the musical ears of their children, what a musical people we should be in a few years time!

A bad quality of voice is not only a personal misfortune, as obvious in speech as in song, but it is often, I find, confounded by unlearned hearers with false intonation. Forty years ago, when I began the work to which my life has since been devoted, false intonation was certainly the rule. I have known a new class of adults sink a *fourth* in the course of a simple exercise of 16 bars; *i.e.* begin on C (*Do*) and end on G (*Sol*), having taken every sound a little falsely in reference to the sound before it. By no contrivance, I believe, could such a result as this be attained now. The national ear, even among those who do not study music, has improved, and as a fact those who sing "out of tune" are now a very small minority, at least among those who come before me. Nor are voices of disagreeable quality anything like so numerous as they were. Much may be done for the improvement of the least agreeable and feeblest of voices. The training college student may at any rate take to himself this consolation, that it is not at all certain that the student with the best voice will prove the best musical instructor. Rather perhaps the contrary. A strong and penetrating voice may be an advantage to the teacher of singing *by ear;* but as this race will inevitably become extinct whenever your Lordships are enabled to introduce competent musical inspection into elementary schools, their procedures need not seriously affect us. For the teacher of singing *by note*, a strong and penetrating voice is a possession likely to tempt him to correct the errors of his pupils by the exercise of it, instead of making them use their minds in correcting them for themselves. I have I think, in a former communication to your Lordships, made an observation which I will venture to repeat,—that the less the class-teacher of singing uses his own voice (save of course in explanations *said* not sung) the better for his pupils.

I am often asked about the distribution of (so called) "natural" voice power in Great Britain—in what county or counties are the best voices commonly found. The question is one somewhat difficult, at least for me, to answer; because none of the training schools are exclusively, nor indeed are many of them at all, supplied with students from their own districts. At Carnarvon, for instance, less than half of the students are Welsh. Even as far north as Durham I find not a few Londoners; while the London colleges attract students from every part of England, Wales, and even Ireland and Scotland. The York (male) and Warrington (female) training schools are however filled for the most part with West Riding and Lancashire students, the Bangor (male) and Swansea (female) with Welsh, and the Truro (female) with Cornish. These without exception present bodies of voices which for quality and force I do not commonly find equalled elsewhere. In musical sentiment and aptitude the Celtic race would seem to surpass every other in Great Britain. There may be many causes for this, but the first and chiefest is that the musical powers of our Celtic contemporaries are the outcome of ages of musical *culture;* for where this has been wanting, even among them, as in the Western Highlands of Scotland, the inhabitants are among those exceptions which prove, if not always the truth, the existence of a rule.

Some of the apparent superiority in voice of the York students, not of this or that, but of every year, is possibly due to the proportions and arrangement of the room in which I hear them. This I find to be 50 feet long, 25 feet wide, and 25 feet high, proportions from which good results might have been expected. With the exception of a small organ and a stove, it is without fixtures of any kind. The students *stand* to sing, from moveable desks; as many as five or six sometimes reading from one book, quite possible with a little mutual concession among the readers. This arrangement is, for singing *practice*, incomparably superior to that of fixed desks and seats. It admits of any grouping of voices at a moment's notice, and enables the teacher to move about among his pupils and ascertain what *individuals* are doing. The standing position is, I need not say, far more favourable than the sitting to the production of the voice.

Musical progress in training schools has shown of late no more encouraging symptom than the increase in quantity and improvement of instrumental practice. The deplorable condition of this—the paucity and wretchedness of the instruments, the few or no facilities for the development or even maintenance of such power as students may have had on their entry—these were all described in the first report which I had the honour to address to your Lordships, in 1872. In all these matters considerable improvements have been brought about. Every college is now furnished with one or two, some with several, pianofortes. The private chapels of Exeter, Lincoln, and Liverpool have recently been furnished with new and beautiful organs of two manuals, and with complete pedal-boards. To these instruments the students have in every college (one only excepted) free access, of course under proper regulations. In Edinburgh (Church of Scotland) systematic teaching, of which I have repeatedly spoken in terms of high praise, is still carried on by Mr. Mackenzie; an example more recently followed at Glasgow and Aberdeen under the care of Dr. Peace and Mr. Parker. At many of the English and Welsh colleges all students have opportunities afforded them for practice, and even instruction on the organ, harmonium, or pianoforte. At Westminster as many as 35 students are "instrumentalists." The results of all this were unprecedentedly shown during my examinations last year. In almost every college two, three, or more students accompanied their fellows in the songs they sang to me, and in not a few instances they even accompanied *themselves*—of course with every variety of correctness and facility. But the difference to the school teacher between ever so little instrumental skill and none is simply infinite.

Nor does my record of instrumental progress end here. In my report of last year, I called attention, and at some length, to the band, chiefly of stringed instruments, which had been formed or revived at Cheltenham (Male) Training College. On my visit last year I found that this band had been considerably augmented; that the interest in it of hearers no less than performers had considerably increased, and that its invigorating effect on the musical atmosphere, both of the male and the female departments, had been the subject of universal congratulation. A similar band has been formed in the British and Foreign Training College, Borough Road, by the musical instructor, Mr. Barkby, himself a skilful performer on the violin. I have reason to believe that on the occasion of my next visits I shall find this example has been followed at more than one other training college, female as well as male. The recent increase in the number of female practitioners on the violin is one of the most encouraging musical signs of our time.

I have much pleasure in noting several instances of careful elementary teaching in the practising schools connected with the training colleges.

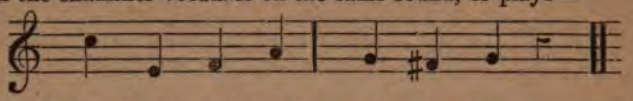
At York, Peterborough, St. Mark's Chelsea, a considerable number of boys are always sufficiently trained to enable them to take part in the choral music practised by the students, and at Exeter, Oxford, and Wandsworth the teaching of *music*, in contradistinction to the teaching of *songs*, is being carried on with considerable spirit. More time, however, or at least more frequent practice, is indispensable to any thoroughly satisfactory results in relation to this subject. The *minimum* should be a quarter of an hour *every* day; where this is impossible, or what generally amounts to the same thing, is attended with inconvenience to somebody or other, half an hour three times a week. The former distribution of time I consider to be far superior to the latter. Short practices often repeated are greatly preferable to even much longer ones at greater intervals of time.

In their choice of solos, of which every student examined is required to bring up one, some improvement has to be noted. It is to be hoped that students will in more instances refrain from choosing *familiar* songs, inevitably picked up by ear and as inevitably sung incorrectly. The same hope may be extended to hymn tunes, which for the most are unfavourable vehicles for the display of voice or style, and which, as they are generally sung to me, are simply evidences of the idleness and consequent inability of those who sing them. Though considerable liberty of choice in this matter is to be desired for students, for choice is of course evidence of taste, I cannot but think that the musical instructors should exercise a *veto* upon it, and at any rate keep out of the schools, not to say, spare their Inspector the distress of hearing, the worst specimens of the many wretched productions brought under his notice. It would be unfair to suppose that these observations are at all of extensive application. It would be difficult to improve on the list of solos prepared for me in some colleges, St. Mark's, York, Peterborough, the Borough Road, Stockwell, and Hockerill among others. While, for the first time within my experience, at Wandsworth every student was prepared to take part, of course individually, in a duet, trio, or quartet, the other parts of which were sung by one, two, or three of her fellows. I recommend this practice, almost always brought to bear on good music, to the notice of training school authorities. It is certainly a better test of the powers of a student than very popular versions of "Nigh to a Grave," "Tom Bowling," or "The Campbells are coming."

In one respect the execution of these songs in training schools might often serve as a lesson to many amateurs, and even artists—the clear and natural manner in which the words are uttered. This is due in some degree no doubt to absence of affectation of fine singing, but in a greater to the time and pains devoted in all training schools to the practice of reading aloud, a practice which it is to be desired were far more widely extended than it is.

The generally high number of marks this year has however been obtained for the most part by skill in *reading* or *singing at sight.* To this I have always assigned marks equal in number to the three other qualifications or subjects—voice, ear, and style. The first of these is obviously to a large extent a "gift." To the second the same term might be applied, only that to be turned to good account it must have undergone considerable cultivation. The power of imitating correctly in time and tune a passage of melody, is no doubt an indication of "ear," and one from which a disposition for music might fairly be argued. But the "ear-tests" to which students in training schools are subjected, at the end of their two years standing, are tests, not merely of ear in the ordinary acceptation of the term, but of science; for the candidate subjected to them must not only be able to imitate such

passages correctly, but to name the sounds of which they are composed. Thus if the examiner vocalises on the same sound, or plays—



The candidate, having imitated it or not as he pleases, must name its constituent notes, *Do, Mi, Fa, La, Sol, Fa*♯, (*Fe*), Sol; or C, E, F, A, G, F♯, G. The ability to do this, now common and increasing year by year in a large number of training schools, was once, and indeed still is, regarded as a "gift of nature." No doubt persons who come of musical races or families, and who commonly have had the advantage early in life of receiving a good deal of musical culture, indirect or direct, acquire this power more easily than others; but that it is an inevitable result of sufficient study and practice is as certain as that the majority of children not idiots can be taught to do correctly a sum in simple addition. *Reading* is of course but an application of science and skill in another direction, and is of itself a test of *all* the musical powers of the candidate who, in singing what he sees for the first time, proves at once his voice, his ear, his taste, and his musical knowledge. To this I have always assigned half the whole number of marks attainable. Musical "gifts" are not handsomely recognized in my examinations. The finest voice on earth would not alone earn for a candidate more than a sixth of the whole number of marks attainable.

I have been much gratified by some specimens voluntarily offered to me during the past year of combined singing at sight on the part of second year students. Such singing may easily give a false impression of the skill of any large body. The difficulty that every music-class teacher has chiefly to deal with lies in the fact that one student's singing helps another's too much, and that a small number of skilful and vigorous readers may drag a large number of unskilful and apathetical ones through almost anything that can be put before them. When the estimate of this combined reading can be corrected by the records already made of the individual, it is not likely to be very far from a correct one. The reading of few choral bodies could have surpassed or equalled that of the soprano and alto parts of Handel's chorus in Judas Maccabeus, "Ah! wretched Israel," presented to me in one of the female training colleges. A single mistake only could have indicated that it was being sung, as I was assured and believe it was, for the first time.

The number of students presented to me this year for individual examination in practical skill has been 1,965. Of these 1,764 read from musical notation, and 201 from tonic sol-fa. With a very few exceptions these were, as usual, all of the second year.

The results of the paper work at the Christmas examinations, though exhibiting the usual variety of knowledge, have been hardly less satisfactory than those of practical skill. A little more *care* on the part of many examinees would, it is easy to see from their answers, save them the inevitable loss of many marks. Much of the necessarily limited time allowed for the papers might also be better employed than it is. Time spent in copying out questions, decorating them with ruled lines and the like, might be more profitably employed in *reading* them. That many examinees neglect this very necessary process is obvious from the fact that many of their "answers" are such only in name, consisting perhaps of information in itself not incorrect, but altogether impertinent, *i.e.*, having no relation whatever to the question suggestive of them. To the necessity for brevity, I have already had occasion more than once to call the attention of candidates. A prolix answer always excites the

suspicions of an experienced examiner, who will too often have found that a cloud of words has only been employed to conceal the ignorance of the examinee in the matter, which, if it be a musical matter, can generally be answered best by one or two *characters*, and no words at all. Language is however to many students a new instrument, and a little ostentation in the use of it may be pardoned to them, always supposing it to be rightly used for the revelation of knowledge, not the concealment of ignorance. I will only add that many students do not seem to know that all questions are not to be regarded as of equal value, and that the highest numbers of marks are given to the most difficult. The first process in respect to a paper would seem to be to find out which they are.

The number of papers taken at the Christmas examinations were—by first year students, 2,074; by second year, 1929; and by acting teachers, 1,569; in all 5,572. Of these 5,131 were done in musical notation, and 441 in tonic sol-fa. In the examination of these papers I have, as heretofore, been assisted by Mr. W. A. Barrett, Mus. Bac., Oxon, and the Rev. W. H. Bliss, Mus. Bac. Oxon. From the former I have been favoured with the following remarks.

"Taking the papers all round there is a distinct improvement observable, especially in those of the acting teachers, and in them of the youngest in age. The older ones as usual seem to be greatly behind."

Mr. Bliss also writes—

"I have been greatly struck with what I must call the marvellous improvement within six or seven years in the answers to the questions in the music papers entrusted to me for revision—those of first year students, male and female. The marks they have received will indicate a very high degree of merit, but unfortunately more than a few of the best candidates have lost several marks through neglecting the rule which restricts them to 9 questions out of 12. * * * But perhaps still more remarkable than the excellence of a very large number of papers is the almost entire absence of those nearly total failures and miserable exhibitions of ignorance, of which but a short time ago there were so many.

"The questions for first year students are not of course on a very advanced portion of the subject; but considering their elementary character they are, on the one hand, remarkable for width of scope, and on the other, for searchingness of character, such as would instantly betray ignorance or reveal knowledge, and the manner in which they are answered clearly proves that teachers trained in our normal colleges are in general abundantly equipped for the rule of thorough musical instruction in our elementary schools, which yet (perhaps for want of encouragement in other forms, and more especially for lack of that recognition which a well organised system of inspection alone can supply,) seems in a very languishing condition throughout the country, if indeed it can be said at present to maintain any existence at all."

I cannot bring this report to a close without again calling the attention of your Lordships to the fact that the better part of the culture with which it deals is still allowed to rust, in many instances even to be utterly lost, for want of occupation. Music is not taught, save in a few exceptional cases, in elementary schools; nor is it likely that it will be, so long as such teaching is unrewarded and even unrecognized. Indications meet us in many quarters of earnest desire that English children, especially that vast number trained in elementary schools, should be taught to sing. Societies are springing up in different parts of the country which have been formed with a view to promote this object. If their zeal in one or two instances exceed their knowledge of facts in relation to it, the former is at least worthy of respect and direction. Thus a primary object with one, the projectors of which are obviously wholly ignorant of what has been doing in training schools for years past, is the formation of teachers. There is little occasion for them to undertake this duty. We have already, I believe, teachers competent and numerous enough to make musical in a few years possibly the entire

Female Students of the Second Year.

College.	Number of Candidates examined.	Average Number of Marks obtained.
England and Wales.		
Bishop's Stortford - - -	27	28
Brighton - - - -	34	27
Bristol - - - - -	41	28
Cheltenham - - - -	31	28
Chichester - - - -	13	27
Darlington - - - -	32	29
Derby - - - - -	22	26
Durham - - - -	36	26
Home and Colonial - - -	66	28
Homerton - - - -	11	27
Lincoln - - - -	19	32
Liverpool - - - -	51	28
Norwich - - - -	30	27
Oxford - - - - -	10	30
Ripon - - - - -	29	27
Salisbury - - - -	37	24
Southlands - - - -	56	26
Stockwell - - - -	62	29
Swansea - - - -	28	24
Truro - - - - -	18	26
Wandsworth - - - -	21	28
Warrington - - - -	59	26
Whitelands - - - -	69	26
Scotland.		
Aberdeen, C. of S. - - -	40	24
Aberdeen, F. C. - - -	35	25
Edinburgh Epis. - - -	30	23
Edinburgh, C. of S. - - -	50	24
Edinburgh, F. C. - - -	54	29
Glasgow, C. of S. - - -	46	27
Glasgow, F. C. - - - -	62	25

PART IV. OF APPENDIX.

List (under Counties and School Board Districts) of Schools, aided from the Parliamentary Grant:

1. For Building or Fixtures. In the cases marked with an asterisk * the grant was made by the Treasury before the appointment of a Committee of Council on Education.

2. For Annual Maintenance. The grants entered are those made upon inspection due (Article 13) in the year ended 31st August 1878.

Changes in the date of inspection are denoted by two numbers in the first column.

Where *two* numbers are given in the column for average attendance, the *latter* denotes Evening Scholars unless otherwise specified.

In the column for Annual Grants, Articles 6, 10, &c. denote refusal of Grant under the Article named.

3. Combinations of School Boards under Section 42 of the Education (Scotland) Act, 1872, are printed in *italics*.

Note.—P. denotes that the School is a *Public* School; C.S. or G.A. that it is in connexion with the *General Assembly of the Established Church of Scotland;* F.C., with the *Free Church of Scotland;* E., with the *Episcopal Church of Scotland;* R., with the *Roman Catholic Poor School Committee;* S., that it is a *Sessional* School.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures, to 31 Dec. 1878.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
ABERDEEN.	£ s. d.			£ s. d.
ABERDEEN (Burgh):				
Albion Street - P. 11	*300 0 0	319	392 69	313 13 0 37 8 6
Causewayend - P. 2	798 12 6	700	794 115	676 15 2 67 15 0
Commerce Street P. 5	626 17 6	540	444 62	414 14 0 38 3 0
Ferryhill - P. 5	554 2 1	480	367 46	262 11 11 28 9 0
Little Belmont Street - - P. 11	- - -	381	257	242 12 6
Marywell Street P. 5	*250 0 0	330	356 70	294 3 0 40 10 0
Middle - - P. 10	723 17 10	700	495	357 12 0
Northfield - P. 11	- - -	174	247 35	201 12 4 21 2 6
" - P. 6	- - -	—	242	108 3 0
Port Hill - - P. 11	500 0 0	476	376	293 9 0
Prince's Street - P. 5	- - -	210	152	122 9 0
St. Andrew's Street P. 5	- - -	238	242 95	208 2 6 47 17 6
St. Clement's Street P. 11	- - -	438	391 63	332 8 0 36 9 6
St. Paul Street - P. 5	*400 0 0	471	579	506 12 6
" " - "	54 0 0		104	64 6 0
Skene, St. - P.	638 15 0	540		
Virginia Street - P.	295 0 0			
Boys' School of Industry -	204 0 0			
Chalmers' Female 11	- - -	217	200	179 2 0
Davidson's - 11	- - -	153	207	140 15 6
Dr. Bell's - - 5	- - -	665	616	536 16 6
Dr. Brown's, Skene Square C.S. 11	- - -	277	172	146 3 0
Female Industrial - - 10	- - -	—	—	Art. 17*d.*
Gilcomston - 11	- - -	103	106	43 9 4
Holborn Ross - 5	- - -	406	334	246 10 0
John Knox's - S. *c*	*198 5 0			

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures, to 31 Dec. 1878.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
Aberdeen (Burgh)—*cont.*				
Porthill, Girls, Evening - 4	- - -	—	153	66 2 0
Practising - 11	382 8 9	700	574	449 16 0
St. Andrew's, Female - - E. 5	- - -	343	215 11	155 3 0 4 16 6
St. John's - E. 10	- - -	148	135 76	114 4 6 38 6 6
St. Joseph's - R. 10	- - -	174	126	99 7 0
St. Margaret's, Mission - - E. 10	- - -	217	119	84 4 0
St. Peter's - R. 10	- - -	180	80	50 3 0
Sheriff Watson's Female Industrial - - 10	- - -	113	59	53 8 6
South Parish - F.C. 5	165 0 0	647	533	529 10 0
South Parish - S.	*220 0 0			
Trades - - 1	- - -	248	117	65 19 8
ABERDOUR:				
Aberdour - - P. 1	- - -	150	99	88 18 0
Aberdour, New, Junior Department - P. 1	105 0 0	102	72	58 10 0
Auchmedden - P. 1	99 17 6	130	84	63 2 0
ABOYNE and GLENTANAR:				
Aboyne - P. 4	153 0 0	160	149	147 2 6
Glen Tanar - P. 4	- - -	74	32	40 13 0
ALFORD:				
Alford, Mixed - P. 4	169 0 0	146	109	99 9 0
Gallowhill - P. 4	- - -	126	89	83 5 6
ARDALLIE:				
Ardallie - - P. 1	190 11 1	110	50	21 3 0
Ardallie, Female P. 1	134 1 10	60	44	30 8 0
AUCHINDOIR and KEARN:				
Auchindoir - P. 5	- - -	49	38	26 19 0
Lumsden - - P. 5	116 4 4	216	134	125 7 0

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures, to 31 Dec. 1878.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Aberdeen—*cont.*	£ s. d.			£ s. d.
AUCHTERLESS:				
Badenscoth, Boys P. 2	285 5 0	98	54	53 15 0
Badenscoth, Girls - - P. 2	- - -	106	82	77 6 0
Kirktown, Male P. 2	150 3 4	120	102	101 6 0
Kirktown, Female - - P. 2	65 0 0	74	61	58 10 1
Backhill, District 12	- - -	72	57	39 19 2
BANCHORY-DEVENICK (*see also* KINCARDINESHIRE):				
Cults, Private Endowment - 11	- - -	154	81	71 16 0
" - 7	- - -	—	87	54 19 0
BELHELVIE:				
Balmedie - - P. 12	- - -	133	71	57 3 0
Craigie - - P. 12	146 0 0	80	54	45 11 0
Menie - - P. 12	145 2 6	80	51	42 6 0
Wester Hatton P. 12	145 2 6	80	59	51 7 0
BIRSE:				
Ballogie, Female P. 5	- - -	51	70	61 5 0
Birse - - P. 5	- - -	71	46	45 18 0
Finzean - - P. 5	51 5 0	80	61	55 6 6
Forest - - 5	- - -	37	8	21 3 0
BOURTIE:				
Bourtie - - P. 4	- - -	67	26	19 13 0
CABRACH. (*See also* BANFFSHIRE.)				
Upper Cabrach P. 5	115 6 3	110	66	45 5 0
CAIRNEY:				
Cairney - - P. 3	- - -	127	92	73 7 0
Ruthven - - P. 3	164 1 8	70	59	56 11 6
Windyraw - P. 3	- - -	67	50	58 9 0
Daun's Endowed 3	- - -	46	38	26 12 0
CHAPEL OF GARIOCH:				
Chapel - - P. 3	110 16 10	118	81	75 12 0
Fetternear, Madras - - P. 11	196 13 9	130	120	118 6 0
Logie Durno - P. 3	208 1 3	100	91	68 3 0
CLATT:				
Clatt - - P. 2	- - -	96	59	57 13 6
CLUNY:				
Cluny - - P. 2	- - -	153	63	55 8 0
Castle Fraser, Proprietary - 2	- - -	29	23	12 2 0
Cluny - - F.C. 2	- - -	99	78	62 19 0
COULL:				
Coull - - - P. 5	- - -	69	56	49 16 0
CRATHIE AND BRAEMAR:				
Braemar - - P. 4	105 0 0	100	55	46 7 0
Crathie - - P. 4	73 17 8	98	48	42 3 0
Aberarder, Undl. 4	- - -	184	14	24 2 0
Abergeldie, Her Majesty's, Female - - 4	- - -	39	25	21 4 0
Crathie Side - 4	- - -	67	27	40 8 6
CRIMOND:				
Crimond - - P. 2	43 15 0	142	103	88 19 0
CRUDEN:				
Auchiries - - P. 4	38 11 10	102	82	62 5 0
Coldwells - - P. 4	- - -	55	72	63 0 0

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Aberdeen—*cont.*	£ s. d.			£ s. d.
CRUDEN—*cont.*				
Hatton - - P. 4	308 1 3	150	89	70 5 0
Cruden (Errol) E. 4	*90 0 0	140	79	64 14 0
CRUDEN, ARDALLIE, and SLAINS:				
Bogbrae - - P. 4	- - -	68	65	57 1 0
CULSALMOND:				
Culsalmond - P. 3	200 17 6	150	96	88 10 0
Tillymorgan - E. 4	- - -	64	54	40 10 0
DAVIOT:				
Daviot - - P. 4	75 17 1	150	101	98 4 0
DRUMBLADE:				
Drumblade - P. 3	- - -	99	41	30 12 0
Drumblade, Female and Infant - - C.S. 3	- - -	51	39	29 19 0
DRUMOAK (*see also* KINCARDINESHIRE):				
Drumoak - - P. 7	87 2 6	108	70	67 6 0
Sunnyside, Female - - 3	- - -	33	23	33 11 0
DYCE:				
Dyce - - - P. 2	- - -	103	105	95 2 0
Dyce, Infant and Female P. 2	100 5 0	100	66	14 2 0
ECHT:				
Cullerley - - P. 2	- - -	70	43	35 14 0
Kirkton - - P. 2	- - -	87	69	51 6 0
Echt, Female - 2	- - -	50	38	31 13 0
Waterton - - 2	- - -	106	84	76 8 0
ELLON:				
Ellon - - P. 11	483 3 1	350	291	238 18 0
Tillydesk - - P. 5	- - -	60	67	50 16 0
Ellon, Female - C.S. 11	- - -	47	52	41 18 0
Ellon - - F.C. *c*	162 0 0			
FINTRAY:				
Disblair - - P. 2	164 12 1	100	58	50 11 0
Hatton - - P. 2	138 7 6	140	109	103 11 0
FORGUE:				
Forgue - - P. 5	- - -	140	61	59 11 0
Largue - - P. 5	229 9 0	100	107	103 7 0
Forgue - - E. 5	- - -	60	58	36 13 0
FOVERAN:				
Culterculleen - P. 3	188 0 0	100	98	97 8 0
Foveran - - P. 3	87 5 0	170	82	78 9 0
Newburgh Mathers - - P. 3	67 12 6	169	153	142 7 0
FRASERBURGH:				
Fraserburgh - P. 6	492 0 0	417	288	269 11 0
Technuiry, 2nd P. 1	180 0 0	115	35	27 18 0
Broadsea - - G.A. 6	- - -	77	83	66 17 0
Fraserburgh, Evening - 4	- - -	—	48	23 17 0
Fraserburgh, Female Industrial 6	- - -	210	200	182 14 0
St. Peter's - E. 6	758 0 0	304	146	99 12 0
FYVIE:				
Fyvie - - P. 1	- - -	139	87	96 14 4
Meiklefolla - P. 5	105 3 1	128	102	88 12 0
Steinmanhill - P. 2	227 17 6	150	45	35 8 0
Woodhead - P. 1	227 17 6	150	90	87 12 4
Fyvie, All Saints' E. 5	- - -	62	49	42 17 0
Fyvie, Female - 2	- - -	124	73	52 14 0
St. Katharine's, Female - - 2	- - -	64	73	63 11 0

c School closed.

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Aberdeen—*cont.*	£ s. d.			£ s. d.
MONQUHITTER:				
Garmond, Female - - P. 2	66 0 0	66	63	53 2 0
Greeness - - P. 2	242 3 9	120	86	61 1 0
Monquhitter - P. 2	100 12 6	206	195	185 3 6
Balquhindachy Proprietary - 2	- - -	68	25	13 14 0
Cuminestown - E. 2	- - -	74	33	16 0 5
MONYMUSK:				
Monymusk - P. 2	- - -	164	95	91 6 6
NEW BYTH:				
Crudie - - P. 1	191 5 0	160	115	91 14 0
New Byth - P. 1	412 16 9	216	111	105 0 0
Upper Brae - P. 1	89 17 6	70	81	61 17 0
NEW DEER:				
Brucklay - - P. 1	- - -	106	60	50 14 0
New Deer - P. 1	148 17 6	240	175	177 15 6
Knaven - - P. 2	166 0 0	100	98	90 13 0
Oldwhat - - P. 12	184 13 9	120	74	60 11 0
Whitehill - - P. 1	102 0 0	124	86	70 12 0
Bonnykelly - 1	148 0 0	124	62	65 2 0
Honeynook - 1	- - -	51	42	35 2 0
NEW DEER, MONQUHITTER, and MILLBREX:				
Cairnbanno, Madras - - P. 1	231 10 0	164	101	79 7 0
NEWHILLS:				
Buxburn - - P. 7	436 12 6	480	344	310 0 0
Kepplehills - P. 7	- - -	96	46	35 14 0
Kingswells - P. 2	334 0 0	140	61	57 6 6
Stoneywood, Inft. P. 7	185 0 0	120	87	70 9 6
Stoneywood Works - - 7	- - -	200	168	184 2 0
NEWHILLS and DYCE:				
Blackburn, - P. 7	- - -	87	86	68 19 0
NEW MACHAR:				
Parkhill, Female - - P. 1	26 5 0	95	74	64 15 0
Summerhill, Boys - - P. 1	- - -	112	42	23 12 0
Summerhill, Female - - P. 1	154 8 9	80	63	51 9 6
NEW MACHAR and UDNY:				
Whiterashes - P. 5	166 3 11	90	66	66 11 0
NEW PITSLIGO:				
New Pitsligo - P. 3	542 8 7	380	386	337 15 0
St. John's - - E. 3	762 12 0	316	142	101 11 0
NEW PITSLIGO and ABERDOUR:				
Glasslaw - - P. 3	142 12 8	70	28	17 8 4
OLD DEER:				
Bulwark, Girls P. 3	- - -	62	55	46 6 10
Old Deer - - P. 3	- - -	167	99	75 6 0
Old Deer, Girls P. 3	200 0 0	81	72	65 8 0
Shannas Side - P. 3	175 0 0	110	100	86 5 0
Stuartfield, Girls P. 3	109 11 5	140	116	101 10 0
Fetterangus, Girls, Endowed - 3	- - -	76	64	53 14 0
OLD DEER and NEW DEER:				
Banks - - P. 3	- - -	104	75	43 8 0

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Aberdeen—*cont.*	£ s. d.			£
OLD DEER and SAVOCH:				
Clochcan - - P. 3	175 0 0	110	98	91
OLD MACHAR:				
Denmore - - P. 2	135 10 0	60	42	32
Old Aberdeen P. 5	224 3 4	200	249 23	232 13
Primrose P. 3	- - -	85	65 20	52 10
Rubislaw - P. 3	161 8 9	150	192	174
Ruthrieston - P. 3	182 10 0	170	173	144
Whitestripes - P. 3	135 10 0	60	43	52
Woodside - - P. 3	999 18 4	950	887 77	809 33
Woodside (late F.C.) - - P.	*150 0 0 30 13 4			
Old Aberdeen, Dr. Bell's - 11	- - -	274	269	231
" 5	- - -	—	277	133
OYNE:				
Oyne - - P. 3	36 0 0	150	98	87
PETERCULTER:				
Craigton - - P. 4	185 8 9	180	126	121
Countesswells - P. 2	- - -	57	39	34
Eddieston - P. 1	- - -	34	33	28
PETERHEAD (BURGH):				
Buchanhaven - P. 6	- - -	122	57 24	39 10
Extended Parish - - P. 6	300 0 0	111	68	48
Peterhead, Female - - P. 6	598 18 9	500	354	305
Peterhead, Male, Evening - P. 4	- - -	—	43	17
Peterhead Union, Male - - P. 6	120 0 0	180	102	78
Peterhead Union, Female - - P. 6	- - -	188	83	61
Peterhead Academy - - 6	*650 0 0 140 0 0	208	186	171
Peterhead, Girls, F.C. 6	219 15 0	301	322	283
St. Peter's - E. 6	- - -	125	108	65
PETERHEAD (LANDWARD):				
Blackhills - P. 6	168 2 6	80	47	41
Boddam - - P. 6	526 17 6	270	187	153
Burnhaven - P. 6	200 11 3	130	97 30	56 13
Tortorston - P. 6	148 5 0	70	49	42
PITSLIGO:				
Pitsligo - - P. 1	- - -	186	120	107
Rosehearty - P. 12	296 18 1	257	218	167
PREMNAY:				
Premnay - - P. 2	- - -	120	70	56
Rothney - - P. 2	- - -	80	51	14
RATHEN:				
Inverallochy - P. 1	- - -	275	189	158
Rathen - - P. 1	108 10 0	118	92	63
Mensie, Private 6	- - -	24	32	27
RAYNE:				
North Rayne - P. 5	287 0 0	150	117	119
Old Rayne, Female - - P. 5	- - -	50	56	48

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Argyll—*cont.*	£ s. d.			£ s. d.
DUNOON and KILMUN—*cont.*				
Kirn - - P. 10	- - -	118	46	30 16 0
Rashfield - - P. 4	121 0 0	50	45	48 17 0
Sandbank - P. 4	357 10 0	160	58 11	44 15 0 3 14 0
Toward - - P. 10	133 1 3	50	32	37 5 0
Wellington Street P. 4	145 0 0	82	37	30 10 0
Dunoon - - F.C. 4	- - -	180	149	111 19 0
Gleulean Society's 4	- - -	70	32	41 13 0
GIGHA AND CARA:				
Gigha - - P. 5	- - -	83	37	45 14 8
GLASSARY:				
Ford - - - P. 6	732 11 5	60	35	36 12 0
Glassary - - P. 6	860 0 0	100	53	56 0 6
Lochgair - - P. 6	802 10 0	60	38	44 5 0
Minard - - 6	- - -	98	80	62 11 0
GLENARAY AND INVERARY (BURGH):				
Bridge of Douglas P. 6	- - -	130	13	24 6 0
Inverary, Church Square - - P. 6	- - -	154	131	111 0 0
Glenaray - - 6	- - -	48	16	29 4 0
Inverary, Creggan's, Female 6	- - -	43	31	45 3 6
GLENORCHY & INISHAIL:				
Cladich - - P. 6	607 0 4	36	11	23 12 0
Dalmally - - P. 6	- - -	63	31	42 3 6
INVERCHAOLAIN:				
Inverchaolain - P. 5	- - -	47	13	24 19 0
South Hall - P. 5	- - -	42	27	33 8 0
JURA:				
Ardlussa - - P.	653 6 9	30		
Belnahua - - P 6	- - -	41	20	23 17 0
Knockrome - P. 6	776 16 2	68	39	42 12 6
Small Isles - P. 7	- - -	56	34	38 7 0
New Brosdale Society's - 7	- - -	38	24	28 11 0
KILBRANDON AND KILCHATTAN:				
Easdale - - P. 7	- - -	240	131	112 12 6
Kilchattan - P. 7	- - -	100	22	3 5 0
KILCALMONELL AND KILBERRY:				
Clachan - - P. 6	441 6 3	95	51	51 2 0
Dunmore - - P. 6	580 5 10	50	35	45 1 0
Kilberry - - P. 6	614 15 5	60	23	28 4 0
Whitehouse - P. 6	517 17 8	68	41	53 9 6
KILCHOMAN:				
Gortan - - P. 7	437 10 0	29	17	28 19 6
Kilchoman - P. 7	- - -	107	39	44 18 0
Kilnave - - P. 7	- - -	48	19	18 14 8
Port Charlotte - P. 7	- - -	123	80	70 4 0
Portnahaven - P. 7	- - -	91	85	75 17 0
Rockside - - P. 7	- - -	41	21	36 16 6
Portnahaven F.C. *c*	73 15 0			
KILCHRENAN & DALAVICH:				
Annat - - P. 6	- - -	56	42	50 5 4
Ardchonnel - P. 6	469 0 0	40	28	38 0 0
Dalavich - - P. 6	537 15 0	40	6	18 15 0
KILCHRENAN & DALAVICH and GLENORCHY & INISHAIL.				
Kilchrenan P.	714 17	6)		

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Argyll—*cont.*	£ s. d.			£ s. d.
KILDALTON:				
Ardbeg - - P. 7	- - -	92	54	57 4 0
Glenegidale - P. 7	- - -	66	13	23 3 0
Kintour - - P.	665 0 0	40		
Oa - - - P. 7	- - -	70	24	25 4 10
Port Ellen - P. 7	920 13 11	250	143	128 16 6
KILFINAN:				
Ardlamont - P. 5	- - -	23	21	35 6 6
Kilfinan - - P. 5	- - -	80	27	33 7 0
Millhouse - P. 5	825 0 6	136	99	76 3 0
Otter - - P. 5	- - -	37	13	24 17 6
Tighnabruaich P. 5	987 19 4	156	111	107 10 6
KILFINICHEN AND KILVICKEON:				
Bunessan - - P. 7	- - -	114	56	45 17 0
Creich - - P. 7	- - -	88	58	49 7 0
Iona - - - P. 7	- - -	79	30	27 17 0
Kinloch - - P. 7	- - -	60	20	64 16 3
KILLARROW AND KILMENY:				
Bowmore - - P. 7	1,044 0 0	210	127	72 12 0
Bridgend - - P. 7	- - -	118	113	118 3 0
Kilmeny - - P. 7	- - -	107	61	51 16 0
Mulindry - - P. 7	- - -	61	21	32 14 0
Bowmore - - F.C.	87 10 0			
Kiels - - - F.C. 7	- - -	66	33	40 11 6
KILLEAN AND KILCHENZIE:				
Ballochintee - P. 5	272 19 11	70	17	30 9 6
Kilchenzie - P. 5	586 12 1	63	45 16	57 8 6 10 6 6
Killean - - P. 5	52 7 6	72	64	70 0 0
Rhunahaorine - P. 5	- - -	84	68	51 11 0
Glenbarr - - P. 5	- - -	80	39	38 4 0
KILMALLIE (*see also* INVERNESSHIRE):				
Banavie - - P. 5	832 15 10	96	55	50 12 6
Corran of Ardgour - - 7	- - -	64	32	36 4 0
Kinlocheil March P. 7	628 11 4	40	16	8 7 9
North Ballachulish, St. Bride's E. 7	- - -	46	27	12 8 0
KILMARTIN:				
Kilmartin - - P. 6	1,234 17 9	160	90	90 10 0
KILMODAN				
Conchra - - P.	818 2 10	40		
Kilmodan - - P. 5	- - -	78	22	35 10 0
Stronafian - P. 5	- - -	60	34	44 11 0
KILMORE & KILBRIDE:				
Kerrera - - P. 6	- - -	60	13	26 19 6
Kilmore - - P. 7	- - -	60	40	54 14 0
KILMORE & KILBRIDE and ARDCHATTAN & MUCKAIRN:				
Achaleven - P. 6	779 19 6	50	16	22 15 0
KILNINIAN & KILMORE:				
Dervaig - - P. 7	749 18 3	70	12	6 17 0
Fanmore - - P. 7	- - -	67	19	25 12 0
Tobermory, Argyll Street - P. 7	- - -	163	135	115 17 0
Tobermory, Strongarve - - P.	- - -			
Ulva - - P.	643 6 0	40		

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Argyll—*cont.*	£ s. d.			£ s. d.
KILNINIAN and KILMORE—*cont.*				
Dervaig, Female Industrial - 7	197 0 0	90	28	20 6 0
Tobermory, Girls Industrial - G.A.	133 0 0			
KILNINVER & KILMELFORD:				
Kilmelford - P. 7	- - -	58	22	25 0 0
Kilninver - - P. 7	384 2 6	68	16	Art. 19
LISMORE AND APPIN:				
Balachulish - P. 7	- - -	58	45	33 2 0
Baligarve - - P. 7	509 12 6	75	—	Art. 17 (*g*).
Baligrundle - P. 7	722 10 0	65	16	24 14 0
Duror - - P. 7	726 5 0	60	33	35 1 0
Strath of Appin P. 7	1,005 0 0	110	57	53 2 0
Tayfuirst - - P. 7	- - -	90	47	26 12 0
Appin - - F.C. *c*	291 12 0			
Fasnacloich - E. 7	- -	42	17	27 4 6
South Ballachulish, St. John's E. 7	- - -	126	76	44 8 0
LOCHGILPHEAD:				
Aird - - - P. 6	496 12 6	50	39	39 17 6
Ardrishaig - P. 6	649 0 0	170	120	81 8 0
Lochgilphead - P. 6	1,082 10 0	325	194	178 12 0
Ardrishaig - E. 6	- - -	114	86	57 15 0
LOCHGOILHEAD AND KILMORICH:				
Kilmorich - P. 5	107 18 6	44	29	39 3 0
Lochgoilhead - P. 4	173 10 0	72	47	Art. 19.
MORVEN:				
Lochaline - - P. 7	100 0 0	64	22	29 9 0
Kinloch - - G.A. *c*	*75 0 0			
NORTH KNAPDALE:				
Ashfield - - P.	538 10 0	35		
Bellanoch - P. 6	- - -	86	46	23 18 5
Tayvallich - P. 6	- - -	93	34	47 8 0
OBAN (BURGH):				
Oban, High - P. 6	507 11 3	400	224	182 1 0
			24	14 1 0
Oban - - - F.C.	150 0 0			
Oban, St. John's E. 6	- - -	229	138	102 9 5
			25	11 5 0
SADDELL AND SKIPNESS:				
Carradale - - P. 5	- - -	63	33	47 17 0
Saddell - - P. 5	548 10 0	48	21	34 1 6
Skipness - - P. 6	- - -	60	27	40 4 6
Sperasaig - - P. 5	545 9 6	30	13	24 3 0
SALEN:				
Salen - - P. 7	767 16 6	120	41	41 10 0
SOUTHEND:				
Glenbreckrie - P. 5	- - -	45	38	47 19 0
Southend - - P. 5	- - -	161	80	82 14 0
SOUTH KNAPDALE:				
Inverneil - - P. 6	- - -	15	20	Art. 17 (*c*).
Knap - - P. 6	- - -	37	8	29 6 6
Ormsary - - P. 6	- - -	63	21	31 15 6
STRALACHLAN AND STRACHUR:				
Strachur - - P. 5	490 2 0	80	64	57 14 0
Stralachlan - P. 5	198 4 0	76	45	51 14 0
Poll - - - 5	200 0 0	72	30	39 8 4
STRONTIAN:				
Strontian - - P. 7	- - -	138	69	64 13 0

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Argyll—*cont.*	£ s. d.			£ s. d.
TARBERT:				
Tarbert - - P. 6	1,157 18 5	379	255	160 16 0
TOROSAY:				
Kenlochspelvie P. 7	- - -	39	22	38 7 0
Lochdonhead - P. 7	82 0 0	70	38	44 11 0
TYREE:				
Cornaigmore - P. 7	707 5 9	130	74	64 12 0
Hillipol - - P. 7	- - -	120	69	64 10 0
Ruaig - - P. 7	753 14 9	105	48	39 19 0
Scarinish - - P. 7	688 9 2	70	55	30 16 6
AYR.				
ALLOWAY:				
Alloway - - P. 6	184 3 9	159	111	74 9 0
ARDROSSAN:				
Ardrossan, No. 1 P. 4	*150 0 0	138	136	101 4 0
Ardrossan, No. 2 P. 4	568 2 6	500	337	315 13 0
Ardrossan, No. 3 P.	108 0 0			
Saltcoats, No. 2 P. 4	568 2 6	500	356	301 9 0
Saltcoats - - R. 2	- - -	136	106	66 18 0
AUCHINLECK:				
Auchinleck P. 4	- - -	178	151	122 10 0
Glenmuir - - P. 7	114 16 3	110	27	22 18 0
Auchinleck, Female - - C.S. 4	- - -	88	96	89 18 0
Cronberry, Eglinton Iron Company's - 10	- - -	210	224	165 8 0
Darnconnor - C.S. 10	- - -	273	302	229 12 0
Lugar Iron Works - - C.S. 10	577 0 0	229	282	254 7 0
AYR (BURGH):				
Grammar - - P. 2	- - -	245	192	170 10 0
Lady J. Hamilton's - - P. 2	384 13 1	350	106	134 12 0
Smith's Institution - - P. 4	125 5 6	351	283	207 3 0
Newtonhead - P. 3	486 5 0	486	443	267 9 4
			49	16 6 0
Newton-on-Ayr, Academy - P. 5	252 3 8	400	216	169 1 0
Wallacetown - P. 5	486 5 0	486	344	241 19 0
Ayr - - - E. 7	- - -	176	140	109 19 0
Ayr Reformatory	158 15 0			
Ayr - - R. 2	- - -	155	115	54 4 0
Newton-on-Ayr F.C.	180 0 0			
AYR (LANDWARD).				
BALLANTRAE:				
Auchenflower - P. 5	138 6 3	60	30	39 17 0
Ballachdowan - P. 5	117 11 10	48	25	36 8 6
Ballantrae - P. 5	154 10 0	219	146	85 3 0
Glenapp - - P. 5	- - -	42	20	25 10 0
BARR:				
Barr - - - P. 5	- - -	120	71	58 6 4
Clashgulloch - P. 5	- - -	47	16	30 0 0
BEITH:				
Academy - - P. 1	462 11 6	400	309	255 15 0
			36	14 19 0
Greenhills - P. 1	125 17 6	90	120	73 14 2
New St. - - P. 1	- - -	146	128	87 4 0
Beith, Industrial C.S. 1	- - -	129	107	69 18 0
Beith - - F.C. *c*	132 0 0			
Gateside - 1	- - -	101	101	85 1 0

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Ayr—*cont.*	£ s. d.			£ s. d
COLMONELL:				
Barhill - - P. 5	80 0 0	84	94	72 1 0
Colmonell - P. 5	- - -	137	83	61 17 6
Corwar - - P.	132 3 10	60		
Lendalfoot - P. 5	120 0 0	48	22	26 5 0
Pinwhiry - - P. 5	100 13 8	69	54	34 18 0
Arnsheen - - 5	- - -	96	30	18 0 0
COYLTON:				
Coylton - - P. 4	- - -	293	205	178 12 0
CRAIGIE:				
Craigie - - P. 2	- - -	146	45	34 14 6
CROSSHILL:				
Crosshill - - P. 3	331 11 3	270	175	148 13 6
Kilkerran, Hill Side - - P. 5	- - -	61	45	36 0 0
DAILLY:				
Dailly - - P. 5	65 0 0	227	144	119 18 0
Kilgrammie - P. 5	- - -	109	59	36 9 0
Old Dailly - P. 1	88 16 3	75	34	41 17 6
Wallacetown Works - - 12	- - -	90	90	81 10 0
DALMELLINGTON:				
Dalmellington - P. 10	383 6 6	300	168	163 7 0
Craigmark - 10	- - -	222	198	178 3 1
Iron Works, Benwhat - 3	- - -	203	138	111 15 0
Iron Works, Lethan Hill - 10	- - -	178	169	93 1 0
Iron Works, Waterside - 10	- - -	585	406	343 8 6
DALRY:				
Blairmains - P. 1	- - -	100	51	37 5 6
Burnside - - P. 11	- - -	94	90	67 19 0
Townend - - P. 4	342 8 9	296	296	266 19 0
West End - P. 4	383 11 6	625	458	442 1 4
Dalry, Female Industrial - C.S. 4	- - -	192	184	140 1 0
Kersland Barony C.S. 4	138 0 0	255	193	156 11 6
DALRYMPLE:				
Dalmellington Iron Works, Kerse - - 4	- - -	165	139	103 19 0
DALRYMPLE and KIRKMICHAEL:				
Dalrymple - P. 1	245 9 4	150	130	97 11 0
DREGHORN:				
Crossroads - P. 11	159 5 0	100	52	41 16 0
Dreghorn - - P. 12	234 5 0	300	227	208 5 6
Springside - P. 7	425 8 1	300	224	210 19 10
DUNDONALD:				
Dundonald - P. 2	- - -	129	151	119 12 6
Fullarton - - P. 2	- - -	180	107	83 15 0
Troon Portland P. 1	341 10 0	160	236	197 16 0
Drybridge, Subscription - C.S. *c*	205 0 0			
Troon, Academy C.S. *c*	167 10 0			
DUNLOP:				
Dunlop - - P. 1	355 16 3	221	159	127 3 6
FENWICK:				
Fenwick - P. 1	229 15 0	120	85	66 0 0
Hairshaw - - P. 1	- - -	65	44	34 14 0

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Ayr—*cont.*	£ s. d.			£ s. d
GALSTON:				
Allanton - - P. 4	- - -	53	19	31 14 6
Barr - - P. 11	288 17 6	368	239	200 1 0
Galston - - P. 4	268 15 0	337	313	273 7 0
GIRVAN (TOWN):				
Girvan - - P. 7	596 13 1	685	383	342 13 0
Girvan, Infants P. 7	195 0 0			
GIRVAN (LANDWARD):				
Assel - - - P. 5	128 0 0	45	28	36 13 0
Doune - - P. 5	118 0 0	100	74	52 14 0
Girvan - - P. 5	- - -	207	187	154 4 0
IRVINE (BURGH):				
Bank Street - P. 7	598 18 9	500	297	180 4 0
Fullarton - - P. 7	- - -	206	201	122 10 0
Fullarton, Loudon Street - P. 7	156 3 4	220	230	204 8 0
Irvine, Industrial P. 7	310 0 0	294	301	212 15 0
IRVINE (LANDWARD):				
Annick Lodge - P. 6	- - -	124	42	31 13 0
KILBIRNIE:				
Bridgend - - P. 3	203 0 0	211	180	159 4 0
Glengarnock - P. 5	65 0 0	400	222	182 12 0
Ladyland - - P. 4	120 0 0	312	214	203 4 0
Kilbirnie, Female Industrial - 4	115 16 3	107	81	59 19 0
KILMARNOCK (BURGH):				
Academy - - P. 12	696 10 0	600	628	518 19 0
Dundonald Road P. 11	- - -	200	116	47 14 0
Glencairn - - P. 11	418 11 10	400	394	246 7 8
High Street - P. 11	402 13 9	400	278	190 11 0
West Netherton P. 12	- - -	258	206	130 4 0
Bentinck Street, Kay's - - 10	- - -	248	224	137 5 2
Kilmarnock, Industrial, High, F.C. 3	- - -	201	198	149 19 0
Kilmarnock R. 3	- - -	378	230	172 17 0
Town Head District - -	140 13 4			
Wellington Street, Kay's Endowed 10	- - -	258	245	220 18 0
KILMARNOCK (LANDWARD):				
Crooked Holm - P. 11	347 2 6	200	229	153 1 0
Grougar - - P. 6	164 0 0	100	43	42 9 0
Rowallan - - P. 11	167 15 0	100	102	71 15 0
KILMAURS:				
Crosshouse - P. 2	625 13 9	450	285	208 12 4
			72	25 3 0
Kilmaurs - - P. 2	329 12 6	290	159	144 4 8
KILWINNING:				
Fergushill - P. 10	- - -	237	164	141 7 0
Kilwinning - P. 4	939 10 0	700	374	340 3 0
Eglinton Iron Works - - 11	637 0 0	320	325	273 16 6
			67	25 0 6
KIRKMICHAEL:				
Kirkmichael - P. 2	202 2 10	148	90	68 11 8
KIRKOSWALD:				
Kirkoswald - P. 5	61 15 0	162	139	104 18 0
Townhead - P. 5	166 16 3	80	46	40 16 0
LARGS:				
Largs - - - P. 6	113 1 4	162	184	130 12 0
Fairlie - - E.C. 6	- - -	68	65	41 6 0
Largs, Brisbane, Endowed - 6	403 13 4	420	166	110 9 0
Largs, Female Industrial - F.C. 6	225 15 0			

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Ayr—*cont.*	£ s. d.			£ s. d.
LARGS—*cont.*				
Largs, Female Industrial - C.S. 6	103 2 6	103	56	33 13 0
LOUDOUN:				
Darvel - - P. 12	374 4 0	250	120	91 10 0
Newmilns - P. 2	454 2 10	300	268	194 14 0
Newmilns, Lady Flora's - - 2	- - -	279	125	32 15 0
MAUCHLINE:				
Crossbands - P. 5	- - -	83	33	23 5 0
Mauchline - P. 11	- - -	199	148	130 9 0
Mauchline, New Educational Institute - 11	- - -	185	182	142 13 0
MAYBOLE and MAYBOLE WEST CHURCH:				
Fisherton - - P. 2	207 10 0	100	72	58 1 0
Maybole - - P. 4	751 8 9	650	499 56	436 19 0 24 16 6
Minishant - P. 6	155 0 0	90	61	48 12 0
MONKTON AND PRESTWICK:				
Monkton - - P. 12	84 0 0	160	99	67 2 0
Prestwick - - P. 12	- - -	156	85	49 10 0
MUIRKIRK:				
Glenbuck - - P. 10	- - -	140	99	75 14 0
Muirkirk - - P. 10	- - -	195	148	110 16 0
Muirkirk Iron Works - - 10	- - -	363	252	164 5 0
Wellwood Works 9	- - -	102	94	60 15 0
NEW CUMNOCK:				
Bank - - - P. 3	269 7 6	160	179	130 17 0
New Cumnock P. 3	627 3 1	450	307	252 14 0
OCHILTREE:				
Ochiltree - - P. 3	- - -	177	128	96 1 0
Sinclairston - P. 2	- - -	100	61	30 18 0
Ochiltree - - F.C. *c*	100 0 0			
OLD CUMNOCK:				
Garallan - - P. 3	130 10 0	100	87	66 1 0
Old Cumnock - P. 3	676 10 0	600	517	385 10 4
RICCARTON:				
Crossroads (Galston) - - P. 11	- - -	74	46	32 12 0
Riccarton - - P. 7	- - -	147	152	142 13 0
Caprington, Juvenile - - 12	- - -	100	94	68 9 0
Hurlford and Portland Iron Works, Subscription - 10	497 3 6	499	348	288 5 0
ST. QUIVOX (LANDWARD) and NEWTON-ON-AYR (LANDWARD):				
St. Quivox - P. 1	- - -	94	57	38 18 0
Whitletts - - P. 12	71 0 0	108	94	70 4 0
SKELMORLIE:				
Skelmorlie - P. 6	202 0 0	135	76	52 3 0
Meigle, Subscription - C.S. 6	- - -	45	27	18 13 0
SORN:				
Catrine - P. 6	750 0 0	315	310 57	277 2 0 19 18 0
Catrine, No. 2 - P. 6	- - -	207	103	73 17 0
Sorn - - P. 4	80 11 10	208	148	136 15 0
Ayr—*cont.*	£ s. d.			£ s. d.
STAIR:				
Stair - - - P. 7	- - -	150	80	72 12 0
STEVENSTON:				
Kyle's Hill - P. 10	*150 0 0	126	98	71 10 0
Stevenston - P. 4	750 0 0	750	435	351 18 0
Saltcoats - - F.C. 3	363 4 0	205	124	83 13 0
STEWARTON:				
Kingsford - - P. 6	- - -	93	54	45 5 0
Stewarton - P. 11	584 12 8	538	447	371 13 0
Stewarton - F.C.	158 0 0			
STEWARTON and KILWINNING:				
Auchentiber - P. 10	201 10 0	110	57	50 10 6
STRAITON:				
Patna - - P. 10	198 0 0	180	109	82 0 0
Straiton - - P. 2	175 0 0	98	72	53 9 0
SYMINGTON:				
Symington - P. 11	149 5 0	132	93	67 19 0
TARBOLTON:				
Tarbolton - - P. 2	304 5 0	300	190	157 1 0
Annbank, Ayr Colliery - - P. 3	- - -	326	316 46	224 18 0 18 11 6
WEST KILBRIDE:				
West Kilbride - P. 1	252 10 0	250	181	158 17 0
West Kilbride, Female Industrial - - *c*	213 6 0			
BANFF.				
ABERLOUR:				
Aberlour - - P. 4	40 5 7	150	143	145 16 6
Edenvillie - P. 4	205 0 0	130	71	71 4 6
Charlestown - E. 4	- - -	148	51	40 16 6
Craigellachie, St. Margaret's - E. 4	- - -	81	31	23 4 6
ALVAH:				
Alvah - - P. 2	- - -	100	34	23 2 0
Dunlugais, Female - - P. 2	- - -	48	34	28 9 0
Linhead, Female 2	- - -	80	78	71 8 0
BANFF (BURGH):				
Banff - - - P. 2	*100 0 0 171 1 6	803	405	413 9 6
Banff, St. Andrew's - - E. 2	- - -	90	66	50 15 0
BANFF (LANDWARD) and ORD:				
Headrooms - P. 4	180 12 6	100	42	36 14 0
Hilton - - P. 2	100 0 0	140	74	66 12 0
BELLIE (*see also* ELGINSHIRE):				
Bellie - - P. 4	- - -	203	94	76 15 0
BOHARM (*see also* ELGINSHIRE):				
Maggyknockater P. 3	254 10 0	126	79	79 7 6
BOTRIPHNIE:				
Botriphnie - P. 2	158 9 0	127	67	59 3 0
Botriphnie, Female - - 2	- - -	31	31	20 0 0
BOYNDIE:				
Boyndie - - P. 2	93 0 0	102	71	60 15 6
Whitehills - P. 2	258 0 0	190	125	66 13 0

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Banff—*cont.*	£ s. d.			£ s. d.
CABRACH (*see also* ABERDEENSHIRE):				
Lower Cabrach P. 3	- - -	90	42	46 15 0
CULLEN:				
Cullen - - P. 5	364 16 5	360	277	280 16 6
Seatown - - P.	31 17 3			
DESKFORD:				
Deskford - - P. 3	161 18 4	162	118	107 2 0
ENZIE:				
Enzie - - P. 3	317 0 0	170	104	97 13 0
Port Gordon - P. 12	- - -	236	149	72 0 10
FORDYCE:				
Bogmuchals - P. 3	- - -	49	41	37 0 6
Brodiesord - P. 3	83 17 0	70	47	26 10 0
Fordyce - - P. 3	- - -	124	93	92 6 6
Fordyce, Female P. 3	69 0 0	72	74	67 12 6
Portsoy - - P.	432 17 6	360		
Portsoy, Female P. 5	- - -	157	94	89 0 0
Portsoy, West - P. 5	180 0 0	275	203	198 6 6
Sandend - - P. 3	- - -	64	52	41 10 0
Portsoy, Female, Industrial - 5	107 0 0	90	57	30 14 0
FORGLEN:				
Forglen, Boys - P. 2	216 5 10	120	68	66 16 0
Forglen, Girls - P. 2	30 0 0	85	54	50 1 0
GAMRIE:				
Bracoden - - P. 5	518 12 11	400	229	222 11 0
Clenterty - - P. 5	264 0 0	150	79	69 2 6
Macduff - - P. 2	796 16 0	700	521	523 3 7
Longmanhill - P. 5	- - -	96	98	62 9 0
Macduff, Murray's Institution 2	- - -	100	59	40 4 0
GLENRINNES:				
Glenrinnes - P. 4	- - -	102	50	59 1 0
GRANGE:				
Crossroads - P. 1	215 15 0	120	79	75 6 9
Grange - - P. 1	- - -	113	62	62 19 0
Sillyearn - - P. 1	215 15 0	120	80	74 3 0
INVERAVON:				
Glenlivat - - P. 4	- - -	117	33	29 15 6
Inveravon - P. 4	46 7 11	164	91	100 16 6
Morinish - - P.	137 10 0	60		
Achnarrow, Female - - 4	- - -	41	15	11 12 6
Ballindalloch, Lady McPherson Grant's - F.C. 4	- - -	74	29	28 19 5
Chapeltown - R. 4	- - -	195	54	48 4 0
Croftness, Female - - 4	- - -	69	44	48 9 0
Lynn of Shenval 4	- - -	53	32	38 1 0
Tombae, St. Mary - - R. 4	- - -	144	34	31 17 0
INVERKEITHNY:				
Easterfield - P. 2	161 11 6	100	61	51 8 0
Kirktown - P. 2	- - -	135	84	75 0 0
KEITH:				
Auchanachie - P. 11	122 0 0	50	36	47 7 0
Fife-Keith, Infants - - P. 1	55 5 0	50	58	35 3 0
Keith, Combined P. 1	125 0 0	691	598	545 13 7
New Mill - - P. 2	163 17 6	135	93	55 19 0
Tarry Croys - P. 5	86 5 0	80	49	48 13 6
The Glen - - P. 2	76 11 3	80	48	29 1 0
Keith - - R. 1	- - -	148	100	83 10 0
Banff—*cont.*	£ s. d.			£ s. d.
KIRKMICHAEL:				
Kirkmichael - P. 4	- - -	70	32	45 4 0
Tomintoul - P. 4	- - -	109	62	62 18 0
Tomintoul - R. 4	- - -	200	54	49 6 0
MARNOCH:				
Aberchirder - P. 11	632 2 6	400	288	212 12 0
" - " 8	- - -	—	240	144 15 0
Blacklaw - - P. 2	77 15 0	78	107	91 4 0
Netherdale - P. 2	142 0 0	60	39	42 15 9
Aberchirder - E. 8	- - -	74	77	22 8 11
MARNOCH and ROTHIEMAY:				
Marnoch - - P. 11	190 0 0	120	71	62 0 6
" - - " 8	- - -	—	80	56 6 3
MORTLACH:				
Auchindown - P. 4	138 6 8	60	49 17	44 19 6 8 10 6
Mortlach - - P. 4	269 5 0	200	89	91 13 6
Mortlach, Female - - P. 4	297 12 0	119	114	99 15 0
Mortlach, Infant - - P. 4	- - -	63	65	24 10 3
Dufftown - - R. 4	- - -	281	61	59 18 6
ORDIQUHILL:				
Ordiquhill - P. 1	37 10 0	120	68	60 16 0
Park, Girls - 1	- - -	74	67	64 13 6
RATHVEN (and BUCKIE):				
Buckie - - P. 12	871 18 11	600	326	277 16 0
Findochty, Infant P. 12	185 0 0	100	67	50 2 0
Portnochby - P. 12	308 0 5	250	199	175 3 0
Rathven - - P. 12	372 12 6	300	235	238 12 6
Shielburn - P. 12	- - -	57	34	44 5 0
Arradoul, Female Industrial c	171 0 0			
Buckie, Mrs. Gordon's of Cluny's Female Indl. - 12	- - -	120	96	87 0 0
Buckie - - R. 12	- - -	292	177	164 10 6
ROTHIEMAY:				
Mannoch Hill - P. 4	- - -	80	52	56 17 6
Rothiemay - P. 4	- - -	105	62	55 11 0
Rothiemay, Female - - 4	- - -	107	31	25 2 6
ROTHIEMAY and MARNOCH:				
Ternemny - P. 4	162 10 0	80	65	56 17 6
ST. FERGUS:				
Central - - P. 1	175 15 0	150	40	37 7 0
Northern - - P. 1	164 10 7	85	35	26 8 0
BERWICK.				
ABBEY ST. BATHAN'S:				
Abbey, St. Bathan's - - P. 4	- - -	72	68	71 4 0
AYTON:				
Ayton - - P. 6	123 13 4	265	174	143 1 0
Burnmouth - P. 6	188 0 0	85	81	71 11 0
BUNKLE AND PRESTON:				
Bunkle and Preston - P. 4	- - -	100	48	36 11 0
Preston - - 4	- - -	49	46	36 12 0

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Berwick—*cont.*	£ s. d.			£ s. d.
CHANNELKIRK				
Channelkirk - P. 2	110 5 0	154	85	79 4 6
CHIRNSIDE:				
Chirnside - P. 6	90 0 0	170	126	124 3 0
Ninewells - C.S. 6	- - -	60	42	36 9 0
COCKBURNSPATH:				
Cockburnspath P. 6	- - -	184	101	85 1 0
COLDINGHAM:				
Auchincrow - P. 4	175 0 0	104	57	48 19 0
Coldingham - P. 6	141 5 0	190	147	117 17 0
Coldingham Moor - - P. 4	- - -	32	30	44 8 0
Coldingham Shore - - P. 6	- - -	91	53	39 8 0
Renton - - P. 4	115 0 0	103	90	80 11 0
Reston - - P. 4	68 0 0	110	86	71 8 0
COLDSTREAM:				
Coldstream, New Road - P. 7	225 17 6	150	64	52 17 0
Coldstream, North - - P. 7	- - -	225	154	135 7 0
Hirsel Law - P. 4	185 6 3	110	57	51 6 0
CRANSHAWS:				
Cranshaws - P. 4	- - -	55	38	52 18 0
DUNSE:				
Dunse - - P. 7	- - -	127	124	106 16 0
Dunse, Infant - P. 7	- - -	115	80	51 10 0
Newtown Street P. 7	- - -	129	85	68 15 0
Millburn - 4	175 12 6	95	38	28 5 0
EARLSTON:				
Earlston - - P. 7	405 2 6	323	232	224 14 0
ECCLES:				
Birgham - - P. 4	- - -	88	36	31 8 0
Eccles - - P. 4	82 17 0	114	87	77 6 0
Leitholm - - P. 4	- - -	119	115	106 16 6
EDROM:				
Edrom - - P. 4	- - -	172	91	86 3 6
Sinclair's Hill - P. 4	- - -	101	49	44 9 0
Allanton - - 4	- - -	95	39	19 12 5
EYEMOUTH:				
Eyemouth - P. 6	708 15 0 }	530 {	422	326 15 0
Eyemouth, Church St. - P. 6	225 0 0 }		38	15 4 6
FOGO:				
Fogo - - - P. 4	- - -	123	59	56 2 6
FOULDEN:				
Foulden - - P. 4	- - -	72	47	42 8 0
GORDON:				
Gordon - - P. 1	- - -	130	96	66 18 0
GREENLAW:				
Greenlaw - - P. 6	203 10 0	270	163	134 14 0
Greenlaw - - F.C.	245 10 0			
HUME AND STITCHELL (*see also* ROXBURGHSHIRE):				
Hume - - P. 2	- - -	69	70	51 18 0
HUTTON:				
Hutton - - P. 3	- - -	80	50	47 15 0
Paxton, Girls and Infants - 2	- - -	48	27	15 11 6
Paxton Village - 2	147 10 0	95	40	40 1 0
LADYKIRK:				
Ladykirk - - P. 2	40 0 0	110	63	50 11 0

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Berwick—*cont.*	£ s. d.			£ s. d.
LANGTON:				
Langton - P. 4	163 15 0	120	86	82 17 0
LAUDER:				
Lauder - - P. 6	238 15 0	437	257	256 16 6
LEGERWOOD:				
Legerwood - P. 2	- - -	103	71	43 3 0
LONGFORMACUS:				
Longformacus - P. 4	- - -	66	42	58 6 0
MERTOWN:				
Mertown - - P. 1	- - -	121	57	55 9 0
MORDINGTON:				
Mordington - P. 4	96 5 11	57	40	32 19 2
NENTHORN.				
POLWARTH:				
Polwarth - - P. 4	- - -	55	22	11 12 10
SWINTON:				
Swinton - - P. 3	316 15 0	200	150	136 7 0
WESTRUTHER:				
Westruther - P. 2	94 10 0	128	101	103 8 6
WHITSOME:				
Whitsome - P. 3	- - -	99	84	79 2 0
BUTE.				
CUMBRAE:				
Cumbrae - - P. 4	401 18 1	300	165	144 4 0
KILBRIDE:				
Lamlash - - P. 6	- - -	138	73	65 8 0
Whitingbay - P. 6	- - -	120	57	58 15 6
Brodick, Duke of Hamiltons' 6	- - -	99	83	73 3 6
Corrie, Duke of Hamilton's - 6	- - -	66	31	26 13 0
KILMORY:				
Kilmory - - P. 6	103 10 0	92	53	43 10 0
Little Mill - P. 6	- - -	92	55	41 19 0
Penrioch - - P. 6	- - -	41	23	30 19 6
Shiskine - - P. 6	- - -	98	58	50 17 0
Sliddery - - P. 6	- - -	64	33	36 16 0
Dongarie, Duke of Hamilton's 6	- - -	52	33	41 1 0
KILMORY and KILBRIDE:				
Lochranza - P. 6	- - -	100	52	48 10 0
KINGARTH:				
Birgidale - - P. 4	119 0 0	50	29	34 12 0
Kerrycroy - P. 4	- - -	75	24	28 1 0
Kingarth - - P. 4	112 10 0	107	66	56 0 0
NORTH BUTE AND ROTHESAY (LANDWARD):				
Ballianlay - P 4	143 15 0	74	30	33 18 0
Kildavannan - P. 4	- - -	45	16	26 18 0
North Bute - P. 4	125 5 0	144	70	67 7 0
ROTHESAY (BURGH):				
High Street - P. 4	- - -	75	90	74 2 0
Millpark - - P.	506 17 0	480		
Rothesay - - P. 4	118 0 0	497	271	182 0 0
Rothesay Academy P. 4	- - -	718	276	250 8 0
Rothesay, St. Andrew's - R. 4	- - -	132	40	26 0 0

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CAITHNESS.	£ s. d.			£ s. d.
BOWER:				
Bower - - P. 3	129 18 9	125	49	44 4 7
Stanstill - - P. 6	65 12 6	60	34	30 7 0
Stemster - - P. 3	187 0 0	120	44	50 10 2
BOWER AND KEISS:				
Barrock - - P. 7	102 2 6	98	57	34 5 7
CANISBAY:				
Canisbay - - P. 4	- - -	100	55	43 18 6
Canisbay, Female P. 4	- - -	63	34	29 15 0
Freswick - - P. 4	152 2 6	90	62	26 3 10
John o'Groats - P. 4	- - -	72	41	26 0 6
Mey - - - P. 4	164 0 0	105	45	33 19 6
Stroma Society's 6	- - -	67	50	16 5 6
DUNNET:				
Barroch, Female P. 7	- - -	60	47	44 5 6
Dunnet - - P. 7	- - -	100	47 56	21 19 2 30 19 0
Greenland - P. 7	- - -	68	32	39 10 0
Rattar - - P. 7	- - -	80	29	17 3 0
HALKIRK:				
Calder - - P. 5	120 0 0	120	41	46 7 0
Halkirk - - P.	154 15 0	140		
Halkirk, North P. 3	- - -	155	29	19 2 6
Halkirk, South P. 5	- - -	69	43	29 13 4
Harpsdale - P. 4	- - -	44	32	31 16 0
Leurery - - P. 5	99 15 0	100	44	51 15 0
Spittal - - P. 5	99 15 0	100	29	10 0 0
Westerdale - P. 5	- - -	60	23	29 14 0
KEISS:				
Aukengill - - P. 6	160 12 6	80	49	37 10 6
Keiss - - P. 7	192 10 0	160	93	58 3 8
LATHERON:				
Achavanich - P. 5	125 0 0	60	17	29 18 0
Bruan - - P. 4	215 0 0	150	45	23 16 0
Dunbeath - P. 6	- - -	160	86	55 2 0
Latheron - - P. 5	157 10 0	160	62	19 8 0
Lybster - - P. 6	368 0 0	350	157	147 4 0
Newlands of Clyth - - P. 5	215 0 0	150	60	51 2 0
Ramscraigs - P. 4	- - -	74	35	35 13 0
Swincy - - P. 4	177 10 0	110	42	40 4 0
Wheel - - P.	185 0 0	120		
Dunbeath, Female 4	- - -	49	31	16 19 6
OLRIG:				
Castletown - P. 6	200 13 4	200	84	61 12 0
Tain District - P. 7	- - -	60	23	1 2 1
Olrig, Female - 6	- - -	82	44	32 1 0
OLRIG and THURSO:				
Murkle - - P. 5	129 11 0	116	80	98 10 0
REAY (*see also* SUTHERLANDSHIRE):				
Dalhalvaig - P. 8	- - -	60	30	37 8 0
Dounreay - - P. 5	183 17 6	100	31	13 14 4
Reay - - - P. 5	- - -	143	79	72 17 6
THURSO:				
Forss - - P. 5	60 0 0	52	41	37 8 6
Janetstown Dist. P. 6	75 0 0	138	59	48 2 0
Thurso - - P. 11	- - -	140	49	32 8 0
Weydale District P. 7	105 0 0	96	30	33 5 0
Thurso - - F.C. 11	260 0 0	190	114	96 18 0
Thurso, Benevolent, Female - 11	- - -	174	142	124 5 0
Thurso, Miller Institution - 11	- - -	270	94	88 0

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Caithness—*cont.*	£ s. d.			£
WATTEN:				
Gersa - - P. 3	148 10 0	70	42	35
Lanergill - - P. 5	184 0 0	110	58	54
West Watten - P. 4	262 0 0	103	47	63
WICK (BURGH):				
Pulteney Town Academy - P. 11	*400 0 0 201 7 0	519	390	386
Wick, North - P. 11	332 5 0	300	259	226
Wick, South - P. 11	284 2 6	280	246	210
WICK (LANDWARD):				
Bilbster - - P. 4	173 5 7	80	44	54
Killimster - P. 3	243 10 0	160	78	67
Staxigoe - - P. 5	137 5 0	120	60	37
Tannach - - P. 3	176 17 6	80	48	29
Thrumster - P. 5	272 11 3	200	52	39
West Banks - P.	416 0 0	350		
Whaligoe - - P. 4	180 10 0	80	38	34
Wick - - P. 11	- - -	110	100	83
CLACKMANNAN.				
ALLOA (TOWN):				
Alloa (Burgh) - P. 7	560 17 6	500	252 56	209 25
Alloa, Infant and Juvenile P. 7	401 0 0	314	248	122
Greenside - P. 7	- - -	88	49	17
Alloa Academy 7	- - -	78	51	41
Alloa - - E. 7	- - -	279	268	221
ALLOA (LANDWARD):				
Alloa Colliery - P. 7	- - -	186	180	147
Tullibody - - P. 7	56 5 0	186	191	176
CLACKMANNAN:				
Clackmannan - P. 7	276 15 0	350	192	166
Zetland (or Pottery) - - P. 7	140 0 0		49	20
Forestmill - P. 7	156 17 6	94	41	46
Kennet - - P. 7	- - -	118	96	82
Sauchie - - P. 7	450 0 0	350	171	131
Clackmannan, Female - - 7	- - -	100	84	45
DOLLAR:				
Dollar Institution, Lower and Infant - - 7	- - -	519	388	319
LOGIE (*see also* STIRLINGSHIRE):				
Causeway Head P. 7	216 5 0	120	63	61
Menstry - - P. 7	326 5 0	250	158 31	141 15
TILLICOULTRY:				
Coalsnaughton - P. 7	- - -	210	162	73
Tillicoultry - P. 7	664 11 8	783	555	488
Tillicoultry, Infant - - P. 7	88 0 0		38	16
DUMBARTON.				
ARROCHAR:				
Ardlin - - P. 6	- - -	35	10	A
Arrochar - - P. 3	- - -	92	30	30

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Dumbarton—*cont.*	£ s. d.			£ s. d.
BONHILL:				
Alexandria, Church Street, and Bridge Street - - P. 6	120 0 0	613	433	418 14 4
Alexandria, Main Street - - P. 6	514 0 0		75	41 12 2
Bonhill - - P. 6	465 6 3	466	199	216 12 6
			64	33 1 0
South Jamestown - - P. 6	- - -	310	241	280 0 1
			70	35 17 3
Alexandria - R. 10	- - -	155	110	64 11 0
			85	31 17 6
CARDROSS:				
Cardross - - P. 3	146 0 0	210	137	132 19 6
Renton - - P. 6	340 0 0	500	249	406 0 2
			98	48 4 6
CUMBERNAULD:				
Cumbernauld - P. 3	409 11 3	350	244	203 9 0
South Muirhead, Arns - - P. 3	- - -	50	32	42 3 0
Drumglass - 2	- - -	195	186	161 16 0
DUMBARTON (BURGH):				
Academy - - P. 6	- - -	826	446	467 3 0
College Street - P. 5	- - -	371	301	225 8 0
West Bridgend P. 6	532 0 0	530	235	188 14 0
Dumbarton - E. 3	- - -	361	191	177 0 6
Dumbarton - F.C. *c*	112 0 0			
Dumbarton - R. 10	- - -	343	272	193 6 11
DUMBARTON (LANDWARD).				
KILMARONOCK:				
Ardoch Bridge - P. 3	155 0 0	80	17	14 6 0
Kilmaronock - P. 3	- - -	82	40	41 8 0
Kilmaronock, U.P. Congl. - - 3	- - -	79	56	50 5 0
KIRKINTILLOCH (TOWN):				
Lairdsland - P. 11	650 13 9	500	286	217 6 0
Oswald - - P. 11	650 0 0	369	196	164 4 0
			48	17 2 0
Kerr Street, Self-supporting 11	- - -	228	190	164 8 0
Kirkintilloch - R. 11	- - -	196	92	69 9 0
KIRKINTILLOCH (LANDWARD):				
Gartconner - P. 11	321 1 3	250	88	69 1 0
Waterside, Undl.	87 5 0			
KIRKINTILLOCH (Landward), CADDER, and CUMBERNAULD:				
Condorrat - P. 3	291 16 3	229	139	129 2 0
LUSS:				
Luss - - - P. 3	- - -	94	57	34 1 10
Muirland Society's 6	- - -	75	23	29 18 0
NEW OR EAST KILPATRICK (*see also* STIRLINGSHIRE):				
Blairdardie - P. 11	- - -	62	68	45 8 0
Craigton - - P. 11	- - -	48	44	38 10 0
Garscadden - P. 12	- - -	197	193	186 8 6
			9	16 13 6
Netherton - P. 11	- -	125	84	47 9 8
New Kilpatrick P. 11	- - -	120	134	141 2 0

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Dumbarton—*cont.*	£ s. d.			£ s. d.
OLD OR WEST KILPATRICK:				
Bowling - - P. 11	129 7 6	130	120	112 19 0
Clydebank - P. 5	572 0 0	400	175	180 18 6
			23	11 12 0
Duntocher - P. 12	496 7 6	350	146	124 12 0
Milton - - P. 12	196 12 6	144	93	79 1 0
Old Kilpatrick P. 11	219 1 10	150	107	71 10 0
Dalmuir - - F.C. 11	- - -	166	105	102 12 2
			27	14 0 6
Duntocher, St. Mary's - - R. 11	178 5 5	190	174	152 5 0
ROSENEATH:				
Kilcreggan - P. 5	423 0 0	176	97	100 4 0
Roseneath - P. 3	- - -	153	74	71 12 0
ROW:				
Garelochhead - P. 5	- - -	137	84	79 15 0
Helensburgh, Grant Street - P. 10	- - -	236	224	168 4 0
Row - - - P. 5	200 0 0	200	100	92 2 0
Helensburgh - F.C. 10	335 0 0	105	76	53 4 0
" - " 6	- - -		62	33 15 4
Helensburgh, Quoad Sacra - C.S. 10	- - -	228	159	121 4 0
Helensburgh, Trinity - E. 10	- - -	94	83	62 2 0
DUMFRIES.				
ANNAN:				
Annan Academy P. 10	- - -	197	111	98 9 0
Annan, Infant and Female - P. 10	- - -	225	204	149 9 0
Breconbeds - P. 6	265 0 0	138	90	70 19 0
Greenknowe - P. 6	- - -	176	112	66 6 0
APPLEGARTH AND SIBBALDIE:				
Sandyholm - P. 6	- - -	90	49	29 14 0
Sibbaldie - P. 6	- - -	66	59	42 13 0
BRYDEKIRK:				
Brydekirk, Boys P. 6	185 10 8	169	101	89 15 0
Brydekirk, Girls P. 6	88 18 0			
CANONBIE:				
Canonbie - - P. 1	44 10 0	242	204	186 12 0
Gilnockie - - P. 1	- - -	99	47	13 3 11
Glenzier - - P. 1	88 6 3	70	46	41 13 0
Harlaw - - P. 1	88 6 3	70	74	16 2 2
CARLAVEROCK:				
Hutton Hall - P. 6	- - -	168	44	46 6 0
Glencaple - 6	- - -	85	82	69 10 0
Hutton Lodge, Female - 6	- - -	69	29	25 12 0
CLOSEBURN:				
Closeburn - P. 12	- - -	66	50	23 17 0
CUMMERTREES:				
Cummertrees - P. 6	- - -	86	74	64 12 0
Trailtrow - - P. 6	- - -	44	33	26 8 0
DALTON:				
Dalton - - P. 6	- - -	85	55	56 18 6
DORNOCK:				
Dornock - - P. 11	- - -	86	59	36 1 0
Dornock, Infant and Female - P. 11	- -	77	30	23 5 0
DRYFESDALE:				
Dryfesdale - - P. 10	730 2 6	600	153	159 11 0
Lockerby - - P. *c*	320 0 0			

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Dumfries—*cont.*	£ s. d.			£ s. d.
DUMFRIES (BURGH):				
Dumfries "B" - P. *c*	96 6 0			
Greensands - - P. 6	27 11 8	236	200	Art. 19.
Loreburn Street P. 5	521 2 3	500	453 54	386 12 0 28 8 6
St. Michael's, Street - - P. 5	510 15 0	400	312	265 5 8
Dumfries - - E. 2	- - -	116	94	71 9 0
St. Andrew's - R. 5	- - -	532	280 105	245 6 0 51 2 6
DUMFRIES (LANDWARD):				
Catherinefield - P. 12	50 0 0	80	52	39 6 0
Gasstown - - P.	45 0 0			
Kelton - - P. 12	- - -	50	36	26 17 0
Noblehill - - P. 12	471 0 5	350	220 19	180 8 0 6 1 0
Trohoughton - P. 12	30 0 0	53	43	30 19 0
DUNSCORE:				
Burnhead - - P. 1	96 5 0	96	72	57 17 0
Dunscore Village P. 1	212 0 0	88	75	62 18 0
Dunscore Village, Infant and Female - - - P. 1	58 10 0	58	51	41 6 0
Glenesslin - - P. 1	60 7 6	60	46	48 8 0
DURRISDEER:				
Birleyhill - - P. 7	- - -	107	53	59 11 6
Durrisdeer - - P. 7	- - -	103	71	55 11 0
ESKDALEMUIR:				
Davington - - P. 11	75 18 9	60	21	28 11 0
Eskdalemuir - P. 11	- - -	118	31	40 12 0
EWES:				
Ewes - - - P. 11	140 7 6	60	39	44 1 0
GLENCAIRN:				
Crossford - P. 7	- - -	89	46	26 1 0
Moniaive, Ayr Street - - P. 7	- - -	93	65	30 3 0
Moniaive, Chapel Street - - P. 7	- - -	122	106	77 9 0
GRAITNEY OR GRETNA:				
Gretna - - P. 11	206 0 0	141	76	45 5 0
Mount Pleasant - P. 11	110 5 0	160	73	51 5 0
HALFMORTON:				
Halfmorton - P. 11	70 7 2	148	75	64 19 0
HODDAM				
Hoddam - - P. 11	218 15 0	294	183	154 6 0
Ecclefechan, Inf. and Industrial *c*	*50 0 0			
HOLYWOOD:				
Speddoch - - P. 7	- - -	32	17	4 19 0
Steilston - - P. 7	- - -	43	33	Art. 19.
HUTTON AND CORRIE:				
Corrie - - - P. 1	85 16 10	88	53	68 15 6
Hutton - - P. 1	75 0 0	73	64	54 6 0
JOHNSTONE:				
Johnstone - - P. 11	- - -	110	98	75 3 0
Cogrieburn - - 6	- - -	58	54	31 17 0
Goodhope - C.S. 6	- - -	73	52	45 7 0
KEIR:				
Keir, Upper - P. 7	- - -	68	61	52 6 0
Keir, Lower - P. 7	- - -	59	54	43 15 0
Capenoch, Infant 7	- - -	75	40	28 4 0
KIRKCONNEL:				
Kirkconnel - P. 7	- - -	150	145	126 16 6

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Dumfries—*cont.*	£ s. d.			£ s. d.
KIRKMAHOE:				
Dalswinton - - P. 1	- - -	65	58	39 10 0
Duncow - - P. 1	112 10 0	140	75	63 1 0
KIRKMICHAEL:				
Garrel - - - P. 6	- - -	56	31	32 5 0
Nethermill - - P. 6	- - -	100	68	47 2 0
KIRKPATRICK-FLEMING:				
Gair - - - P. 11	166 5 0	80	36	36 5 0
Kirkpatrick, Fleming - - - P. 11	- - -	82	51	43 1 0
KIRKPATRICK-JUXTA:				
Dumgree - - P. 6	- - -	59	50	43 19 0
Kirkpatrick Juxta P. 6	39 5 0	130	112	95 10 0
LANGHOLM:				
Langholm - - P. 11	426 0 0	997	617	585 12 6
" - - " 7	- - -	—	624	403 18 0
Wauchope - - P. 7	- - -	40	32	36 3 4
LOCHMABEN:				
Hightae - - P. 11	- - -	120	59	39 10 0
Lochmaben - P. 11	578 6 6	425	228	212 16 0
Templand - - P. 11	104 0 0	74	64	41 14 0
Hightae - - F.C. *c*	11 0 0			
Lochmaben - F.C.	15 0 0			
MIDDLEBIE:				
Hottsbridge - P. 11	- - -	64	58	45 14 0
Middlebie - - P. 11	- - -	63	56	45 19 0
Waterbeck, Female - - P. 11	- - -	71	21	15 1 0
Eaglesfield, G.A. and Subscription 11	- - -	155	95	72 5 0
MOFFAT:				
Annan Water - P. 7	- - -	44	24	11 11 0
Moffat Academy P. 3	- - -	286	147	134 5 0
Moffat Water - P. 7	- - -	42	22	25 17 0
Morrison's Endowed - - 3	- - -	88	54	26 17 4
MORTON:				
Morton - - P. 7	- - -	203	162	126 6 0
Morton, Infants' P. 7	- - -	159	56	42 14 0
Carronbridge, Duke of Buccleuch's 7	- - -	101	95	77 19 0
Gateley Bridge, Duke of Buccleugh's - - 5	- - -	62	29	16 17 1
MOUSWALD:				
Mouswald - - P. 6	- - -	135	77	75 6 6
PENPONT:				
Penpont - - P. 7	- - -	139	124	123 2 3
Woodside - - P. 7	- - -	41	30	36 14 0
RUTHWELL:				
Ruthwell - - P. 6	- - -	132	69	62 0 0
Ruthwell, Female Industrial - 6	- - -	56	49	46 19 0
ST. MUNGO:				
St. Mungo - - P. 1	150 10	115	102	83 9 0
SANQUHAR:				
Sanquhar - - P. 7	- - -	258	146	127 10 0
Crichton - - 3	- - -	160	125	99 3 0
Mennock Bridge, Duke of Buccleuch's - - 5	- - -	66	46	45 2 0

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Edinburgh—*cont.*	£ s. d.			£ s. d.
EDINBURGH (City)—*cont.*				
Pleasance Territorial - - F.C. 7	281 0 0	182	132	90 4 0
St. Andrew's - E. 11	- - -	306	234	155 10 0
St. Ann's, Niddry Street - R. 5	- - -	375	282 151	198 7 0 54 4 0
St. Columba's - E. 11	280 0 0	196	58	40 8 0
St. George's - E. 11	- - -	87	90	56 10 0
St. George's, Local G.A. 6	- - -	470	426	386 9 0
St. John's - - E. 11	- - -	330	343	274 17 6
St. John, Victoria Street, Heriot - -	*845 0 0			
St. John's, York Lane - - R. 3	- - -	437	249	172 4 0
St. Mary's, Canonmills - - F.C.	150 5 0			
St. Mary's, Lothian Street - - R. 5	1,200 0 0	568	288	211 0 0
St. Patrick's - R. 5	421 10 0	430	222 77	165 15 0 28 18 0
St. Stephen's - G.A. 5	*800 0 0	618	511	405 14 8
Tolbooth - - S.	*600 0 0			
Trinity - - E. 11	- - -	286	299	210 11 0
Tron Church, Female Industrial 2	- - -	162	129	98 11 0
EDINBURGH, (ST. CUTHBERT'S AND DEAN):				
Coltbridge - P. 2	193 15 0	140	115	93 2 6
Gorgie, Girls and Infant - - P. 1	- - -	170	146	112 10 0
FALA AND SOUTRA:				
Fala and Soutra P. 3	168 13 9	80	70	49 15 0
GLENCORSE:				
Glencorse - - P. 2	81 0 0	180	152	131 7 0
HERIOT:				
Heriot - - P. 5	- - -	109	59	57 4 0
INVERESK (LANDWARD):				
Inveresk - - P. 1	- - -	185	132	87 13 0
KIRKNEWTON AND EAST CALDER:				
East Calder - P. 3	192 2 6	200	164	148 15 0
Kirknewton - P. 3	- - -	135	87	80 14 6
Oakbank - - P. 3	- - -	73	79	64 17 6
KIRKNEWTON and RATHO:				
Wilkieston - - P. 2	117 0 0	130	86	75 13 0
LASSWADE				
Lasswade - - P. 4	90 6 6	238	251	257 3 6
Loanhead - - P. 4	270 4 0	260	251	205 8 0
Rosewell - - P. 7	279 16 5	260	191	146 3 0
Roslin - - P. 3	297 10 0	160	165	149 6 6
LEITH (BURGH):				
Bonnington Road P. 7	803 17 6	700	288	238 2 0
Duncan Place - P. 7	650 0 0	329	343 38	271 6 0 16 19 6
Links Place - P. 11	*550 0 0	600	501	415 5 6
" " - "	844 3 1			
Lorne Street - P. 3	712 15 0	500	634	500 2 0
Newhaven, Victoria - - P. 7	130 10 0	248	243	178 15 0

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Edinburgh—*cont.*	£ s. d.			£ s. d.
LEITH (Burgh)—*cont.*				
North Fort Street P. 7	981 18 2	700	720	624 12 0
St. Thomas - P. 12	- - -	364	278 19	177 10 0 4 16 0
Yardheads - P. 11	359 17 6	300	235 11	140 18 0 3 19 0
Leith - - - R. 4	- - -	375	298	215 19 8
St. James' - E. 11	735 0 0	379	340	272 8 0
St. Ninian's - F.C. *c*	*490 0 0			
Newhaven, Madras - - 6	*311 0 0	348	190	163 13 6
LEITH, SOUTH (LANDWARD).				
South Leith - P. 12	- - -	109	105	75 15 6
LIBERTON:				
Gilmerton - - P. 3	249 17 6	150	99	96 10 10
Liberton - - P. 4	- - -	154	107	99 2 0
The Niddrie - P. 1	- - -	133	60	37 10 0
Gilmerton, Female Industrial - 4	- - -	76	73	60 10 6
Gilmerton, Mr. Moore's - 2	- - -	95	90	41 3 0
New Craighall, Benhar Coal Company's - F.C. 1	- - -	403	188	135 18 5
MID-CALDER:				
Bellsquarry - P. 2	- -	116	92	85 14 0
Causewayend - P. 3	- - -	48	10	7 17 8
Mid Calder - P. 3	- - -	129	55	38 19 0
Mid Calder, Female - - P. 3	90 0 0	90	95	77 17 8
MUSSELBURGH (BURGH):				
English - - P. 1	- - -	169	150	122 6 0
Grammar - - P. 7	- - -	188	159	137 9 0
Fisherrow, Burgh P. 1	423 0 0	528	307	235 10 0
Musselburgh, Boys, Evening	- - -	—	45	17 0 0
Musselburgh, Girls, Evening	- - -	—	19	10 8 6
Back of Fisherrow - - F.C. 1	204 0 0	148	118	75 0 0
New Hailes - 3	- - -	147	59	26 2 0
St. Peter's - E. 11	- - -	116	124	104 18 0
NEWBATTLE:				
Newbattle - P. 7	- - -	130	100	85 3 0
Easthouses - 7	- - -	61	50	39 11 0
Newbattle Collieries - - C.S. 7	- - -	341	272	241 6 0
NEWTON:				
Dalkeith - - P. 4	- - -	108	128	103 14 0
Edmonstone - P. 4	- - -	66	85	20 14 0
PENICUICK:				
Howgate - - P. 3	170 18 1	100	56	48 1 0
Kirkhill - - P. 3	81 0 0	139	136	117 3 4
Penicuick - P. 4	- - -	279	232	193 2 0
Penicuick, Female - - C.S. 3	188 0 0	147	94	81 19 0
Valleyfield, Infant and Industrial - 3	- - -	192	128	99 3 0
PENICUICK and WEST LINTON:				
Nine Mile Burn P. 4	- - -	100	49	25 7 0

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Elgin—*cont.*	£ s. d.			£ s. d.
ST. ANDREW'S, LHANBRYDE:				
St. Andrew's, Lhanbryde - P. 1	130 17 6	175	78	71 3 0
ST. ANDREW'S, LHANBRYD, ELGIN (Landward), and URQUHART:				
Cranloch - - P. 1	201 12 6	100	66	61 12 0
SPEYMOUTH:				
Garmouth - P. 2	289 2 11	230	190	174 19 0
Garmouth and Kingston - P. *c*	80 0 0			
Speymouth - P. 2	- - -	116	87	79 11 0
URQUHART:				
Urquhart - - P. 1	132 5 0	195	135	129 8 6
FIFE.				
ABDIE:				
Abdie - - P. 4	- - -	152	87	68 11 0
ABERDOUR:				
Aberdour - - P. 5	- - -	184	118	93 18 0
Donibristle Colliery - - P. 1	- - -	116	103	85 18 0
ANSTRUTHER, EASTER:				
East - - - P. 6	222 0 0	229	213	211 2 6
West - - - P. 6	- - -	104	84	60 14 0
ANSTRUTHER, WESTER:				
Anstruther, Wester P. 6	38 3 1	134	130	106 18 0
ARNGASK (*see* PERTHSHIRE).				
AUCHTERDERRAN:				
Auchterderran - P. 2	331 15 0	350	196	186 1 6
AUCHTERMUCHTY:				
North - - P. 4	- - -	194	124	124 2 0
South - - P. 4	65 0 0	135	111	95 1 0
Dunshalt - - P. 4	- - -	83	52	31 16 0
Madras - - 4	278 0 0	127	104	90 7 0
AUCHTERTOOL:				
Auchtertool - P. 3	- - -	99	55	37 14 0
BALLINGRY:				
Ballingry - - P. 1	371 0 0	250	93	50 8 0
BALMERINO:				
Balmerino - P. 5	- - -	129	78	63 9 0
BEATH:				
Kelty - - P. 1	307 11 3	300	242	211 15 0
Lassodie - - P. 2	342 18 9	250	184	127 10 0
BEATH and AUCHTERTOOL:				
Cowdenbeath - P. 2	656 9 7	500	511	448 0 0
BURNTISLAND (Burgh and Landward):				
Burntisland - P. 5	606 5 0	600	412	350 16 0
Burntisland - E. 5	- - -	150	134	93 16 0

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Fife—*cont.*	£ s. d.			£ s. d.
CAMERON:				
Cameron - - P. 7	- - -	69	58	55 19 7
Denhead - - P. 7	67 10 0	67	35	15 8 10
CAMERON and LARGOWARD:				
Radernie - - P. 7	- - -	71	74	58 8 8
CARNBEE:				
Arncroach - P. 6	151 0 0	99	45	27 11 8
Bonerbo - - P. 6	- - -	132	24	31 0 0
Carnbee - - P. 6	32 18 9	90	80	67 4 0
CARNOCK:				
Cairney Hill - P. 2	25 0 0	107	61	44 13 0
Carnock - - P. 2	- - -	112	81	64 13 0
CARNOCK, CULROSS, and TORRYBURN:				
Oakley - - P. 2	- - -	302	128	87 10 6
CERES:				
Bridgend, Infant 5	- - -	72	47	33 17 0
Ceres - - P. 5	- - -	224	189	165 7 6
Craigrothie - P. 5	- - -	108	72	42 6 0
COLLESSIE:				
Collessie - P. 4	- - -	129	92	92 7 0
Ladybank - P. 4	340 5 0	238	221	206 18 6
Collessie - F.C.	120 0 0			
CRAIL:				
East - - P. 6	- - -	180	117	104 1 0
West - - P. 6	- - -	142	80	50 14 4
CREICH:				
Creich - - P. 5	110 4 6	80	79	62 15 0
Brunton, Flisk, and Creich - F.C.	80 0 0			
CULTS:				
Cults - - P. 4	142 0 0	150	91	76 16 6
CUPAR (BURGH):				
Cupar, Madras Academy - 12	- - -	271	290	222 7 0
Cupar, Madras Academy, South Branch 12	270 0 0	270	206	153 9 0
CUPAR (LANDWARD):				
Brighton - - P. 5	78 3 9	67	26	15 15 0
DAIRSIE:				
Dairsie - - P. 5	- - -	135	102	81 4 0
DALGETTY:				
Hillend - - P. 2	31 17 6	116	107	93 1 0
Mossgreen - P. 2	324 12 6	220	194	159 3 0
DUNBOG:				
Dunbog - - P. 5	- - -	120	78	48 4 10
DUNFERMLINE (BURGH):				
Abbey, Free - P. 11	400 0 0	301	230	189 14 0
Commercial - P. 11	- - -	185	122	87 12 0
			29	12 3 6
Female Industrial - - P. 11	645 0 0	494	530	460 2 8
Grammar - - P. 11	- - -	322	142	123 13 0
Pittencrieff - P. 11	481 17 6	400	279	237 12 0
Rolland - - P. 11	- - -	172	157	125 19 0
Golfdrum M'Lean's - G.A. 11	367 0 0	292	295	155 10 1

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Forfar—*cont.*	£ s. d.			£ s. d.
CORTACHY & CLOVA, and TANNADICE:				
Cortachy - - P. 2	65 0 0	149	35	31 18 6
COUPAR ANGUS (*see* PERTHSHIRE).				
CRAIG:				
Craig - - - P. 4	- - -	143	107	99 12 6
Ferryden, East - P. 1	80 0 0	86	61	46 2 0
Ferryden, Infants P. 1	*75 0 0	165	169	184 16 11
Westerton - P. 4	- - -	42	27	36 12 0
DUN:				
Dun - - - P. 3	128 11 3	140	79	82 15 0
DUNDEE (BURGH):				
Ancrum Road - P. 11	531 13 9	500	406 127	311 14 0 64 11 6
Balfour Street - P. 1	407 13 3	647	298 65	231 5 0 31 10 0
Blackscroft - P. 1	- - -	219	323	239 17 0
Brown Street - P. 1	550 0 0	631	400	281 2 0
Butterburn - P. 12	- - -	154	172	149 12 0
Clepington - P. 2	763 5 0	750	610 78	444 5 0 40 7 0
Dudhope - - P. 2	532 15 0	500	250	185 12 0
Glebelands - P. 1	772 15 0	750	138	67 15 0
Hawkhill - - P. 12	85 0 0	767	681 108	535 16 0 54 19 6
Hill Street - P. 12	539 17 6	500	533 190	376 17 0 103 10 0
Hill Town - P. *c*	400 0 0			
Hunter Street - P. 3	- - -	264	374	319 6 4
Longwynd - P. 3	- - -	207	159	100 1 0
Princes Street - P. 2	- - -	287	249	172 5 0
St. Enoch's - P. 3	- - -	109	85	60 1 0
Victoria Road - P. 3	- - -	576	577 261	406 8 0 131 19 0
Wallace Town - P. 2	472 10 0	344	236	157 14 0
Chalmers', Girls' F.C.	312 0 0			
Dens Works - 10	- - -	375	370 175	387 4 0 77 0 0
King Street, Congregational F.C. 11	- - -	88	46	Art. 19.
Lochee, St. Mary - - R. 12	323 0 0	579	334 126	238 14 6 53 11 6
Lochee - - S. 12	*130 0 0	142	164	118 15 0
Lochee, Camperdown Linen Works, Half Time - - F.C. 10	- - -	326	173	158 6 0
Malcolm Works 10	- - -	173	83	72 19 0
Meadowside, Male - - S. *c*	*870 0 0			
Park Wynd, Infants - - F.C.	*240 0 0			
Rood Yards - E. 11	- - -	120	137	70 4 0
Rosebank - - S. 3	278 0 0	197	208	162 9 0
St. Andrew's - S. 3	514 17 4	475	457	396 16 0
St. Andrew's - R. 11	457 10 0	837	535 185	329 18 6 77 15 0
St. John's, Boys, Industrial - - F.C. 3	*260 0 0	169	143	107 15 0
St. John's, Girls and Infants - - F.C. 3	163 12 6	380	221	146 11 0
St. Joseph's - R. 11	- - -	517	335 110	281 6 6 50 7 6
St. Mary's - R. 11	- - -	632	413 217	255 11 0 83 5 6

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Forfar—*cont.*	£ s. d.			£ s. d.
DUNDEE (BURGH)—*cont.*				
St. Paul's - - F.C. 2	- - -	190	136	71 19 0
St. Salvador's - E. 11	- - -	525	568	426 10 0
St. Stephen's - R. 11	- - -	506	316 62	188 12 0 32 8 0
Smithfield - E. 11	- - -	238	212	85 5 1
Ward Mills - 10	- - -	314	102	108 4 0
DUNDEE (LANDWARD):				
Drumgeith - P. 5	- - -	139	93	83 14 6
DUNNICHEN:				
Craichie - - P. 6	152 0 0	100	61	45 10 6
Letham, Infant - - P. 6	184 16 0	95	40	36 2 0
Letham, Mixed - P. 6	252 2 6	200	101	90 17 6
EASSIE AND NEVAY:				
Eassie and Nevay - - - P. 6	107 0 0	127	70	45 7 0
EDZELL:				
Edzell - - P. 1	105 7 6	200	117	90 13 6
Waterside - - P. 3	138 0 0	60	27	33 2 0
FARNELL:				
Farnell - - P. 3	- - -	145	91	89 1 6
FEARN:				
Fearn - - P. 4	- - -	68	47	59 5 6
FORFAR (BURGH):				
Academy - - P. 4	237 3 4	534	174	127 6 0
East - - - P. 4	346 9 4	300	330	264 11 0
Forfar - - P. 4	- - -	273	226	181 4 0
Forfar, Female, Evening - P. 4	- - -	—	23	11 7 0
Forfar, Industrial - - P 4	388 0 0	184	134	103 15 0
North - - P. 4	452 0 0	300	330	284 16 0
West - - - P. 4	294 7 7	300	303	236 12 0
FORFAR (LANDWARD):				
Kingsmuir - P. 6	95 1 3	80	73	57 3 0
FORFAR (Landward) and RESCOBIE:				
Lunanhead, Madras - - P. 6	111 14 10	120	91	82 4 0
FRIOCKHEIM:				
Friockheim - P. 7	216 3 1	250	194	166 6 0
Friockheim - G.A. *c*	*70 0 0 100 0 0			
GLAMMIS:				
Glammis - - P. 6	282 0 0	200	97	80 16 6
Glen Ogilvy, The Milton - P. 6	- - -	68	25	13 17 0
Charleston, Subscription - 6	- - -	98	70	51 4 0
Glammis, Infant 6	- - -	58	32	22 6 0
GLENISLA:				
Glenisla - - P. 5	65 0 0	73	44	57 12 0
Brewlands - F.C. *c*	196 0 0			
Folda, Society's 5	233 4 0	85	27	36 14 0
Kilry, Society's 5	- - -	54	27	27 2 8
GUTHRIE:				
Guthrie - - P. 3	- - -	112	45	46 19 6
GUTHRIE and INVERARITY:				
Kirkbuddo - P. 3	100 0 0	91	59	23 17 11

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Fife—*cont.*	£ s. d.			£ s. d.
MONIMAIL:				
Easter Fernie - P. 5	88 0 0	54	22	18 19 0
Letham - P. 5	- - -	75	49	39 3 0
Monimail - F.C.	90 0 0			
MOONZIE:				
Moonzie - - P. 5	- - -	54	30	40 3 0
NEWBURGH:				
Newburgh - P. 4	- - -	309	186	155 8 0
Newburgh, Madras, Female - - C.S. 4	318 0 0	155	157	137 7 6
NEWBURN:				
Newburn - - P. 3	- - -	91	70	57 9 0
PITTENWEEN:				
East - - - P. 6	- - -	145	121	83 10 0
South - - P. 6	76 0 0	120	86	67 0 0
West - - P. 6	- - -	80	83	52 18 0
ST. ANDREW'S (BURGH):				
St. Andrew's, East End - P. 7	360 0 0	238	137	90 19 0
St. Andrew's, Infants - P. 7	332 5 0	250	192	129 13 6
St. Andrew's, Madras, Evening - P. 4	- - -	—	45	19 15 0
ST. ANDREW'S (LANDWARD) AND ST. LEONARD'S:				
Boarhills - - P. 7	- - -	117	66	41 1 8
North Strathkinness - P. 7	- - -	160	97	86 11 0
South Strathkinness - P. 7	100 0 0	142	115	105 11 0
ST. MONANCE:				
St. Monance - P. 3	- - -	285	249	117 15 0
St. Monance, Female and Infant - G.A.	125 0 0			
SALINE:				
Saline - - P. 1	202 0 7	150	138	106 4 0
SCOONIE:				
Leven - - P. 3	- - -	571	435	392 14 6
SPRINGFIELD:				
Springfield - P. 5	455 1 3	200	158	134 12 0
STRATHMIGLO:				
East - - - P. 4	65 0 0	141	117	44 6 6
West - - - P. 4	- - -	127	105	50 6 2
Gateside - - P. 4	45 10 0	108	54	40 12 0
TORRYBURN:				
Torryburn - P. 2	62 10 0	180	137	124 8 6
WEMYSS:				
Buckhaven Links - - P. 3	- - -	203	142	99 8 0
Buckhaven Madras - - P. 3	500 0 0	302	186	130 14 0
Kirkland Crossroads - - P. 3	367 15 0	300	208	173 9 4
Wemyss - - P. 3	- - -	180	78	43 2 2
Coaltown - - 3	- - -	97	80	67 6 0
Fife—*cont.*	£ s. d.			£ s. d.
WEMYSS—*cont.*				
East Wemyss - F.C. 3	378 0 0	160	110	97 14 0
West Wemyss, Dorothy - 3	- - -	327	168	152 17 0
FORFAR.				
ABERLEMNO:				
Aberlemno - P. 3	- - -	112	83	73 7 6
Pitkennedy, Subscription - 3	68 0 0	67	39	31 15 6
AIRLIE:				
Airlie - - P. 5	- - -	104	74	79 15 0
Craigton, Girls - 5	- - -	62	28	17 3 10
ARBIRLOT:				
Arbirlot - - P. 7	- - -	129	103	62 11 0
Bonnington - P. *c*	168 0 0			
ARBROATH (BURGH):				
Inverbrothock - P. 1	457 10 0	348	383 58	287 18 6 23 19 6
Keptie - - P. 1	680 5 0	600	501	356 5 6
Ladyloan - - P. 10	533 5 0	450	343	208 5 6
Parkhouse - P. 11	- - -	340	325 71	272 18 10 23 19 0
The Abbey - P. 10	- - -	291	287	233 2 0
The Hill - - P. 11	343 15 0	350	212	203 14 8
Abbey Church - P. *c*	240 0 0			
Abbey Church, Evening - - P. 4	- - -	—	77	38 10 6
Abbot Street - 10	- - -	214	223	167 16 0
Burnside Works 11	- - -	139	69 42	62 14 0 18 15 6
Ladyloan - F.C.	20 0 0			
AUCHTERHOUSE:				
Auchterhouse - P. 5	- - -	168	107	85 11 0
BARRY:				
Barry - - P. 5	70 0 0	153	72	52 15 0
Carnoustie - P. 2	- - -	178	105	74 14 0
Carnoustie - F.C. 2	460 0 0	88	75	44 6 8
Panmure Works Institution - 2	- - -	371	120	68 18 4
BRECHIN (BURGH):				
Bank Street - P. 5	482 1 8	258	191	115 6 6
Brechin, Infants P. 10	*220 0 0	175	177	117 12 0
Damacre Road P. 11	408 5 7	400	416	350 5 0
High - - - P. 5	360 5 0	500	196	184 10 0
The Tenements P. 5	569 0 0	447	398	349 2 6
BRECHIN (LANDWARD):				
Little Brechin - P. 1	167 7 6	100	64	45 18 0
Aldbar - - 3	- - -	53	43	28 17 0
Muirland - - S.	*60 0 0			
BROUGHTY FERRY (TOWN):				
Eastern - - P. 1	447 7 6	300	389	243 2 3
Southern - - P. 1	252 10 0	234	177	90 3 0
Western - - P. 1	275 16 10	184	185	94 13 0
Broughty Ferry F.C.	186 0 0			
CARESTON:				
Careston - - P. 3	- - -	69	54	55 1 0
CARMYLIE:				
East - - - P. 7	230 15 0	120	91	61 16 0
West - - - P. 7	244 12 6	196	105	72 10 0

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Forfar—*cont.*	£ s. d.			£ s. d.
INVERARITY:				
Inverarity - P. 5	- - -	197	101	74 5 0
INVERKEILLOR:				
Chapelton - P. 3	- - -	119	80	71 11 0
Inverkeillor - P. 3	- - -	153	128	111 17 0
KETTINS:				
Kettins - - P. 6	- - -	171	93	83 9 6
KINGOLDRUM:				
Kingoldrum - P. 6	- - -	95	50	48 5 3
KINNELL:				
Kinnell - - P. 3	- - -	69	70	62 3 0
KINNETTLES:				
Kinnettles - P. 6	- - -	110	76 8	65 6 0 3 17 0
KIRKDEN:				
Kirkden - - P. 6	63 0 0	105	62	47 15 0
KIRRIEMUIR:				
Glenprossen - P. 5	116 0 0	50	31	30 12 0
Kirriemuir - P. 12	450 0 0	400	317	233 1 3
Padanarum - P. 2	158 15 0	60	58	40 17 0
Kirriemuir, Industrial - - 2	- - -	190	116	83 15 0
St. Mary's - - E. 12	- - -	180	197	137 15 5
Webster's Seminary - - 12	- - -	310	138	103 8 4
KIRRIEMUIR, GLAMIS, and AIRLIE:				
Roundyhill - P. 2	178 15 0	80	61	47 17 0
KIRRIEMUIR and KINGOLDRUM:				
Carroch - - P. 6	132 10 0	50	23	28 3 9
LETHNOT AND NAVAR:				
Lethnot and Navar - - P. 5	114 10 0	52	44	40 19 0
Lethnot and Navar, Female 5	- - -	46	11	8 16 0
LIFF, BENVIE, AND INVERGOWRIE:				
Liff - - - P. 5	- - -	114	60	44 11 0
Muirhead of Liff P. 5	197 0 0	130	89	46 13 0
LINTRATHEN:				
Backwater - P. 5	- - -	26	19	30 13 0
Braes of Coull - P. 5	- - -	48	28	33 19 0
Lintrathen - P. 5	- - -	148	77	68 18 2
LOCHLEE:				
Lochlee - - P. 5	- - -	91	41	44 16 0
LOGIE-PERT:				
Craigo Works P. 1	65 0 0	158	68	46 15 0
Logie-Pert - P. 4	- - -	96	64	56 1 0
LUNAN:				
Lunan - - P. 3	-	[illegible]	67	54 [illegible]
LUNDIE:				
Lundie -			[illegible]	[illegible]
MAINS AND [illegible]				
MARTINS:				
[illegible]			[illegible]	
[illegible]			[illegible]	
[illegible]			[illegible]	

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Forfar—*cont.*	£ s. d.			£ s. d.
MARYTON:				
Maryton - - P. 3	121 5 0	116	66	63 17 0
MENMUIR:				
Menmuir - - P. 4	106 0 0	118	81	74 14 6
MONIFIETH:				
Erskine, Female P. 5	- - -	104	85	74 7 6
Mattocks - - P. 5	193 12 6	100	66	52 6 0
Monifieth - - P. 5	- - -	112	142	121 16 0
MONIKIE:				
Bankhead - P. 6	89 15 0	65	40	28 11 0
Monikie - - P. 6	131 0 0	100	66	48 2 0
Monikie, Female F.C. 6	- - -	79	64	54 14 0
MONTROSE (BURGH):				
Erskine Street - P. 6	- - -	152	167	129 11 0
High Street - P. 11	- - -	73	88	52 0 0
Lochside - - P. 11	132 13 9	120	57	39 4 0
Montrose - - P. 6	382 0 0	360	250	193 2 6
Townhead, Junior - - P. 11	38 10 0	180	132	95 10 0
Townhead, Senior - - P. 11	- - -	207	151	131 17 10
White's Place - P. 11	- - -	204	163	115 15 0
White's Place, Infant - - P. 10	- - -	163	182	136 1 0
Castle Street Mission - - 6	373 5 0	242	127 34	103 5 0 15 8 6
Dorward's Seminary - - 6	- - -	136	78	41 0 0
St. John's - F.C. 6 " - "	*200 0 0 126 0 0	320	150	76 12 8
Union Street Works - - F.C. 10	- - -	86	53	17 3 0
MONTROSE (LANDWARD):				
Loanhead - - P. 2	335 0 0	210	131	103 15 6
Hill Side - - F.C.	169 0 0			
MURROES:				
Murroes - - P. 5	230 0 0	150	96	93 2 0
NEWTYLE:				
Newtyle - - P. 6	258 12 8	200	156	116 6 0
OATHLAW:				
Oathlaw - - P. 3	- - -	65	48	40 14 0
PANBRIDE:				
Panbride - - P. 4	161 15 6	150	103	102 19 6
Panbride - - S. 4	- - -	40	42	34 17 0
PERSIE (*see also* PERTHSHIRE):				
Blacklunans - G.A. 5	- - -	49	40	55 14 0
RESCOBIE and FORFAR (Landward):				
Rescobie - - P. 3	- - -	62	43	36 15 6
RUTHVEN:				
Ruthven - - P. 5	- - -	64	50	51 7 0
ST. VIGEAN'S & ARBROATH (LANDWARD):				
Colliston - - P. 3	193 2 6	130	51	39 17 0
St. Vigean's - P. 1	192 6 10	150	90	72 18 0
Colliston - - F.C. 3	- - -	79	56	31 10 0
STRACATHRO:				
Stracathro - P. 4	- - -	85	64	45 16 0

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Forfar—*cont.*	£ s. d.			£ s. d.
TANNADICE:				
Denside - - P. 3	- - -	75	24	17 1 0
Tannadice - P. 3	- - -	133	83	77 17 6
TANNADICE and KIRRIEMUIR:				
Burnside of Inshewan - - P. 3	90 0 0	67	52	38 0 0
TEALING:				
First - - - P. 6	114 18 5	138	80	69 6 0
Second - - P.	73 10 0			
HADDINGTON.				
ABERLADY:				
Aberlady - - P. 4	- - -	170	115	105 19 6
ATHELSTANEFORD:				
Athelstaneford - P. 5	51 15 0	160	79	62 2 6
BOLTON:				
Bolton - - P. 2	- - -	68	23	23 3 0
DIRLETON:				
Dirleton - - P. 5	- - -	145	102	91 9 0
Gullane - - P. 5	- - -	81	45	33 19 0
Kingston - - P. 4	- - -	69	54	45 9 0
DUNBAR (BURGH):				
Castle Street - P. 5	- - -	130	133	95 1 0
Dunbar, Burgh P. 3	- - -	289	153	128 11 6
Victoria St. - P. 3	- - -	86	64	25 8 0
Dunbar - - F.C.	64 0 0			
DUNBAR (LANDWARD):				
Belhaven - - P. 4	121 3 9	122	63	46 16 0
East Barns - P. 4	- - -	107	90	77 10 0
West Barns - P. 5	- - -	200	122	98 6 0
GARVALD:				
Garvald - - P. 4	- - -	110	82	65 15 0
GLADSMUIR:				
Gladsmuir - P. 4	- - -	113	36	27 10 0
Maxmerry - P. 1	- - -	124	68	39 0 0
Longniddry - C.S. 4	280 0 0	144	61	42 18 0
Samuelston - 4	- - -	58	30	25 6 0
HADDINGTON (BURGH):				
Primary - - P. 4	120 15 9	400	241	221 19 0
Haddington - R. 4	165 0 0	126	71	62 2 6
HADDINGTON (LANDWARD):				
Haddington - P. 2	- - -	282	274	251 16 6
HUMBIE:				
Humbie - - P. 4	- - -	102	38	18 19 0
Keith - - P. 4	- - -	128	66	58 2 0
Leaston, Society's - - 4	- - -	53	27	21 16 0
INNERWICK:				
Innerwick - 4	- - -	76	42	24 18 9
MORHAM				
Morham - P. 4	140 5 7	54	24	34 17 0
NORTH BERWICK:				
North Berwick P. 4	472 5 0	400	256	243 9 0
Halflin Barns, Subscription - 4	- - -	68	43	48 14 0
OLDHAMSTOCKS:				
Oldhamstocks - P. 5	- - -	109	61	50 19 0

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Haddington—*cont.*	£ s. d.			£ s
ORMISTON:				
Ormiston - - P. 5	- - -	145	98	83 5
PENCAITLAND:				
Pencaitland - P. 3	- - -	135	50	37 14
Newton - - 3	- - -	74	37	31 0
Tranent, New Winton - - C.S. 3	- - -	101	37	29 5
PRESTONKIRK:				
Prestonkirk, No. 1 P. 3	- - -	242	142	145 16
Prestonkirk, No. 2 P. 3	100 0 0	115	114	113 0
PRESTONPANS:				
Prestonpans - P. 4	- - -	167	134	52 18
Morrisonshaven, District - - 3	- - -	149	122	36 14
Prestonpans - F.C. 3	104 0 0	156	143	98 2
SALTON:				
Salton - - P. 3	130 7 6	112	84	83 4
SPOTT:				
Spott - - P. 3	74 5 0	118	55	50 2
STENTON:				
Stenton - - P. 4	- - -	124	109	94 19
TRANENT:				
Cockenzie, District - - P. 1	- - -	220	183	143 4
Elphinstone - P. 2	145 0 0	154	114	83 16
Tranent - - P. 2	723 9 7	500	304	265 7
WHITEKIRK AND TYNNINGHAME:				
Tynninghame - P. 5	- - -	122	67	60 2
Whitekirk - P. 5	- - -	100	30	15 2
WHITTINGHAME:				
Whittinghame - P. 4	- - -	131	38	40 16
YESTER:				
Yester, No. 1 - P. 4	- - -	116	53	47 13
Yester, No. 2 - P. 3	- - -	115	73	63 3
YESTER and GARVALD:				
Longyester - P. 4	- - -	52	35	25 11
INVERNESS.				
ABERNETHY AND KINCARDINE:				
Abernethy - P. 5	353 10 0	198	93	39 9
Dorback - P. 4	483 7 3	40	14	25 14
Tullock - - P. 5	706 5 9	80	33	36 9
ACHARACLE (*see also* ARGYLLSHIRE):				
Eilanshona - P. 7	- - -	35	16	14 10
ALVIE:				
Alvie - - - P. 4	700 0 0	150	52	56 7
ARDERSIER:				
East - - - P. 1	610 17 1	200	72	46 14
ARDNAMURCHAN (*see also* ARGYLLSHIRE):				
Glenfinnan - P. 7	- - -	30	16	29 9
Glenuig - - P. 7	- - -	45	22	36 3
Arisaig Society's 5	- - -	74	14	7 0
Arisaig - - R. 5	- - -	67	33	24 3
Polnish Society 5	- - -	56	17	29 16

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Inverness—*cont.*	£ s. d.			£ s. d.
BARRA:				
Craigston - - P. 7	- - -	28	34	8 0 0
Minglay - - P. 7	- - -	37	24	35 4 0
BOLESKINE AND ABERTARFF:				
Boleskine - - P. 4	- - -	56	59	50 3 6
Fort Augustus - P. 5	- - -	80	48	45 16 0
Knockchoilum - P.	693 10 4	30		
Whitebridge - R. 4	- - -	68	17	26 18 2
BRACADALE:				
Carbost - - P. 7	714 8 0	70	23	35 17 6
Glenbrittle - P.	491 3 0	30		
Soay - - - P.	606 0 8	30		
Struan - - P.	700 3 1	60		
Carbost - - G.A.	125 0 0			
CROMDALE (*see also* ELGINSHIRE):				
Dulnain Bridge 4	272 0 0	113	54	44 12 0
CROY AND DALCROSS:				
Clava - - P. 5	825 0 0	100	31	37 16 0
Croy - - - P. 3	872 0 0	150	128	131 14 7
DAVIOT AND DUNLICHTY:				
Daviot - - P. 4	859 9 0	83	40	52 19 0
Dunmaglass - 4	666 5 0	50	20	12 4 2
Farr - - - P. 4	829 12 6	90	39	42 17 0
Nairnside - - 5	- - -	90	32	25 12 0
Strathnairn - E. 4	- - -	150	42	43 7 0
DORES:				
Aldourie - - P. 2	550 12 6	125	24	10 1 7
Bunchrubin - P. 3	905 14 8	80	28	30 16 0
Stratherrick - P. 4	226 16 0	110	44	52 12 0
DUIRINISH:				
Borreraig - P.	635 12 6	50		
Borrodale - - P. 7	854 2 5	170	70	20 7 0
Dunvegan - P. 7	697 12 1	60	47	46 7 0
Knockbreck - P.	698 0 0	90		
Lochbeay - P. 7	801 18 10	90	31	15 5 8
Vattin Bridge P. 7	799 11 2	140	70	24 13 6
Aodunban and Flashadder - 6	- - -	100	30	33 6 0
Aruizort - - F.C. 6	- - -	140	62	42 13 2
Colbost - - G.A. 6	85 10 0	82	46	34 0 0
Edinbain - - G.A.	180 0 0			
Loanmore - F.C.	181 0 0			
DUTHIL AND ROTHIEMURCHUS:				
Deshar - - P. 5	744 19 5	120	80	62 7 0
Duthil - - P. 5	771 12 5	120	45	39 0 6
Rothiemurchus P. 4	743 4 6	100	56	55 17 0
GLENELG:				
Arnisdale - - P. 6	617 0 0	45	36	46 4 0
Brinacory - P.	652 10 0	36		
Earir - - P. 6	618 5 7	30	12	25 1 0
Glasnacardock P. 6	682 2 11	60	42	51 3 0
Glenelg, District P. 6	748 16 4	50	45	48 9 6
Inverie - - P. 6	613 8 7	50	24	51 5 0
GLENGARRY:				
Invergarry - P. 5	- - -	112	43	50 1 6
Inshlaggan - P. 5	588 1 0	40	16	27 3 0
HARRIS.				
INSH:				
Insh - - - P. 5	361 16 6	88	26	28 10 0

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Inverness—*cont.*	£ s. d.			£ s. d.
INVERNESS (BURGH):				
Central - P. 10	365 0 0	350	208	168 19 0
Clachnaharry - P. 2	177 0 0	150	84	54 3 0
High - - - P. 11	649 7 8	440	255	205 5 6
Merkinch - - P. 11	364 0 0	350	200	225 0 0
Cathedral, Boys E. 10	- - -	150	64	43 6 0
Farraline Park, Dr. Bell's - 12	- - -	760	250	188 5 0
Inverness - - R. 1	- - -	206	100	84 1 0
Rainings - - 11	{*125 0 0 / 87 0 0}	445 {277 / 19}	197 8 2 / 6 6 0	
The Bishop's - E. 10	530 0 0	198	106	63 11 0
INVERNESS (LANDWARD):				
Abriachan - P. 6	724 2 1	100	46	51 5 0
Culcabock - P. 6	749 6 0	100	78	58 6 0
Culduthel - - P. 6	689 13 11	100	54	34 17 0
Culloden - - P. 2	- - -	137	53	41 15 0
Dochgarroch - P. 3	956 9 2	100	49	48 8 0
KILMALLIE (*see also* ARGYLLSHIRE):				
Barnacfoldach P. 7	- - -	39	9	18 13 0
Fort William - P. 5	1,659 12 11	214	196	176 3 0
Oinich - - P. 7	719 10 2	70	14	Art. 19.
Fort William - R. 5	- - -	78	39	35 6 6
KILMONIVAIG:				
Glen Roy - - P. 5	- - -	25	12	23 8 0
Kilmonivaig - P. 5	- - -	99	39	50 19 0
Roy Bridge - P. 5	- - -	53	33	40 16 6
Tomchairch - P. 5	- - -	30	14	28 6 0
KILMORACK:				
Beauly - - P. 3	1,479 9 3	250	147	112 3 0
Cannich - - P.	1,009 0 3	60		
Cannick Bridge P. 6	- - -	88	17	12 8 0
Teanassie - P. 6	1,033 14 0	80	47	37 5 11
Beauly - - R. 3	- - -	90	25	17 5 6
Marydale - - R. 6	- - -	68	22	18 1 0
KILMORACK and KILTARLITY:				
Struy - - P. 6	957 6 8	50	27	36 8 0
KILMUIR:				
Kilmuir - - P. 6	- - -	99	43	25 17 6
Kilmaluig, Society's - - 6	- - -	43	34	17 12 0
KILTARLITY:				
Culburnie - - P. 6	679 15 0	90	46	39 7 0
Glenconvinth - P. 6	663 3 6	101	46	43 12 0
Guisachan - P. 6	- - -	250	35	41 5 0
Tomnacross - P. 5	318 14 10	150	52	44 1 0
Eskadale - - R. 6	- - -	85	15	21 13 6
KINGUSSIE:				
Kingussie - - P. 5	1,963 14 9	220	153	161 1 0
Newtonmore - P. 5	883 11 9	134	70	60 0 0
KINGUSSIE and LAGGAN:				
Dalwhinnie - P. 5	513 10 0	35	12	14 18 0
KIRKHILL:				
Inchmore - - P. 5	900 0 0	160	67	61 19 0
Kirkton - - P. 5	591 1 0	60	25	39 10 0
KIRKHILL and KILTARLITY:				
Knockbain - P. 5	616 1 0	75	66	65 12 0

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Kincardine—*cont.*	£ s. d.			£ s. d.
FETTERESSO & RICKARTON and DUNNOTTAR:				
Tewel - - P. 1	133 0 11	50	37	36 13 0
FORDOUN:				
Fordoun - - P. 5	- - -	208	152	142 16 5
Landsend - - P.	125 0 0	60		
Tipperty, Dist. - P. 5	- - -	49	28	34 9 0
GARVOCK:				
Garvock - - P. 4	- - -	92	46	47 11 0
GLENBERVIE:				
Brae - - - P. 2	135 2 6	60	46	42 1 0
Glenbervie - P. 2	- - -	85	36	28 12 0
Glenbervie, Female - - P. 2	- - -	70	35	29 9 6
Drumlithie, St John's - - E. 4	- - -	46	33	23 15 0
KINNEFF AND CATTERLINE:				
Barras - - P. 4	- - -	60	55	43 19 0
Kinneff - - P. 4	- - -	119	69	59 7 0
Catterline - E. 4	- - -	71	43	25 10 0
LAURENCEKIRK:				
Laurencekirk - P. 1	324 10 4	185 }	219	181 19 6
Laurencekirk Infants - - P. 1	126 10 0	120 }		
Laurencekirk - E. 5	- - -	96	88	56 5 0
LAURENCEKIRK, FORDOUN, GARVOCH, and ARBUTHNOT:				
Redmyre - P. 5	218 10 11	120	99	65 0 6
MARYCULTER:				
Maryculter, Boys P. 4	- - -	75	46	45 15 0
Maryculter, East, Girls and Infants - - - P. 4	69 15 0	60	30	22 15 0
Maryculter, West, Girls and Infants - - P. 4	69 15 0	60	40	34 7 0
MARYKIRK:				
Marykirk - - P. 4	- - -	180	112	95 10 0
NIGG:				
Cove - - - P. 11	- - -	111	75	47 9 0
Torry - - P.	330 16 8	200		
Cove - - - E. 11	- - -	104	95	44 7 2
ST. CYRUS:				
St. Cyrus - - P. 2	- - -	225	127	119 12 6
Shortside - - P. 4	- - -	39	33	26 3 0
Straton's Endowed Female 2	- - -	90	50	39 19 0
STRACHAN:				
Glendye - - P. 4	- - -	55	18	26 3 0
Strachan - - P. 4	175 4 1	120	94	83 4 0
KINROSS.				
CLEISH:				
Cleish - - P. 2	- - -	81	39	42 5 6
FOSSOWAY AND TULLIEBOLE:				
Fossoway - - P. 2	117 17 6	188	88	75 4 0
Fossoway - - F.C. *c*	80 0 0			

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Kinross—*cont.*	£ s. d.			£ s.
FOSSOWAY, KINROSS, and ORWELL:				
Carnbo - - P. 3	- - -	88	45	58 18
KINROSS:				
North - - P. 2	268 11 10	300	262	266 12
South - - P. 2	115 0 0	115	73	45 8
ORWELL:				
Orwell - - P. 2	161 12 7	190	106	86 8
Milnathort, Brand's 2	- - -	151	136	111 13
PORTMOAK:				
Portmoak - P. 2	- - -	162	139	123 12
KIRKCUDBRIGHT.				
ANWOTH:				
Laggan Branch P. *c*	221 0 0			
Skyreburn - P. 4	159 13 1	70	30	35 8
ANWOTH and GIRTHON:				
Fleetside, Boys P. 3	158 5 0	91	78	75 18
Fleetside, Girls P. 3	- - -	85	99	94 7
BALMACLELLAN:				
Balmaclellan, Endowed, Free - P. 6	- - -	145	118	101 10
Ironmaccannie P. 6	- - -	56	30	35 3
BALMAGHIE:				
Glenlochar - P. 4	135 15 0	60	45	46 12
Laurieston - P. 4	127 17 1	120	50	34 10
Laurieston, Female - - P. *c*	78 0 0			
Bridge of Dee, Society's - 4	- - -	65	28	16 11
BARGRENNAN (*see also* WIGTOWNSHIRE):				
Bargrennan - P. 4	- - -	60	23	36 1
BORGUE:				
Borgue - - P. 4	223 4 0	178	95	101 6
BUITTLE:				
Buittle, High - P. 2	144 0 3	88	51	36 15
Palnackie - - P. 2	94 15 0	100	82	76 6
CARSPHAIRN:				
Carsphairn - P. 2	- - -	75	58	64 1
COLVEND AND SOUTHWICK:				
Barnbarrock - P. 2	65 0 0	108	55	51 14
Colvend - - P. 2	95 16 3	81	41	37 6
Southwick - P. 2	245 15 10	120	107	90 15
CORSOCK:				
Corsock, Boys - 6	- - -	60	43	25 17
Corsock, Female Industrial - 6	- - -	64	49	45 19
CROSSMICHAEL:				
Clarebrand - P. 3	196 17 6	100	84	65 5
Crossmichael - P. 3	306 15 0	200	85	91 17
DALRY:				
Dalry, Endowed Grammar - P. 2	- - -	82	53	41 14
Dalry Hall - P. 2	- - -	105	50	25 14

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Lanark—*cont.*	£ s. d.			£ s. d.
BOTHWELL—*cont.*				
Bellshill, West End - - 7	- -	262	230	200 7 6
Bothwell (Uddingstone) - F.C. 6	98 0 0	249	182	169 3 4
Bredisholme, Provanhall Colliery - - 7	- - -	184	216 32	171 2 0 14 8 0
Carfin Colliery 7	- - -	110	90	86 1 0
Carfin Colliery, Female - - 7	- - -	127	100	87 10 0
Carfin - - R. 7	- - -	193	182 69	159 5 0 34 11 0
Carnbroe Iron Works - - 10	380 0 0	228	100	88 0 0
Chapelhall Iron Works - - 7	- - -	156	218	190 15 0
Chapelhall - R. 7				
Mossend - - R. 7	- - -	345	254 23	Art. 17 (g). 13 12 0
Tannochside Works - - F.C. 7	- - -	102	96	62 10 0
Uddingstone - S. 4	221 0 0	183	156	116 6 0
CADDER:				
Auchinearn - P. 1	366 10 0	300	127	117 3 0
Auchinloch - P. 7	- - -	81	36	30 0 10
Bishopsbridge - P. 1	- - -	74	74	63 10 0
Cadder - - P. 11	- - -	151	102	86 7 0
Chryston - - P. 7	534 3 5	450	225	220 18 6
Garteosh - - P. 7	- - -	120	72	58 4 0
Lochfauld - P. 7	- - -	91	42	30 4 0
Chryston - - F.C. c	178 0 0			
CALDERHEAD:				
Calderhead - P. 12	260 0 0	401	276 21	437 4 9 15 16 6
Stane (Wilson's Endowed) - P. 12	128 17 0			
Shotts - - F.C. 12	- - -	262	251 49	217 9 6 22 11 0
Shotts, St. Patrick's R. 12	- - -	209	102	89 5 0
CAMBUSLANG:				
Bushy Hill - P. 6	- - -	278	262	227 0 0
Kirkhill - - P. 6	303 17 6	300	253	235 5 6
Newton - - P. 6	292 10 0	250	176	135 7 0
Cambuslang, Industrial - 6	- - -	117	27	Art. 19.
CAMBUSNETHAN:				
Berryhill - - P. 6	533 5 0	400	321	269 8 0
Cambusnethan P. 6	146 12 6	389	366	364 3 0
Morningside - P. 6	533 5 0	400	232	224 3 0
Waterloo - - P. 6	533 5 0	400	254	242 19 1
Wishaw Academy P. 6	318 12 6	319	324	292 5 0
Wishaw - - P. 6	552 0 0	551	511 90	457 18 4 45 2 6
Chapel - -	212 0 0			
Coltness Iron Company's (Overtown) 6	- - -	388	298	302 10 0
Coltness Iron Works, New Mains - - 6	842 0 0	682	588	589 1 4
New Mains - R. 6	- - -	171	138	132 9 0
Overton - R. 6	- - -	101	61	50 1 6
Wishaw - - R. 6	- - -	311	242	206 15 0
CARLUKE:				
Braidwood - P. 4	171 2 6	168	102	88 9 0
Carluke - - P. 4	- - -	149	76	62 4 0
Kilcadzon - P. 4	- - -	92	42	43 1 3
Law - - P. 4	357 17 5	250	206	161 12 0
Market Place - P. 4	769 0 0	600	369 28	338 15 0 10 9 6

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Lanark—*cont.*	£ s. d.			£ s. d.
CARLUKE—*cont.*				
Mayfield - - P.	- - -			
Yieldshields - P. 4	- - -	72	67 17	63 2 6 9 15 6
Carluke - - R. 4	- - -	76	89	73 7 0
CARMICHAEL:				
Carmichael - P. 5	- - -	91	67	59 17 0
CARMUNNOCK:				
Carmunnock - P. 2	140 0 0	120	93	87 5 0
CARNWATH:				
Auchengray - P. 4	196 5 0	132	53	55 13 9
Braehead - - P. 4	390 6 10	193	65	41 17 0
Forth - - P. 4	341 12 6	250	165	142 4 0
Haywood - - P. 4	345 0 4	270	212	135 8 0
Newbigging - P. 4	82 8 9	67	26	21 15 0
New Carnwath P. 4	- - -	81	59	51 9 6
Old Carnwath - P. 4	198 11 3	182	128	109 16 0
Wilsontown Colliery - - 4	- - -	239	192	168 13 0
CARSTAIRS:				
Carstairs - - P. 3	- - -	168	131	128 0 6
Carstairs Junction, Caledonian Railway Company's - - 3	- - -	196	132	125 14 0
CLARKSTON:				
Caldercruix - P. 11	242 12 6	170	118	98 9 6
Clarkston - - P. 11	290 14 3	340	303	247 10 0
Longrigg - - P. 11	225 10 0	170	98 18	55 5 0 11 19 6
CLARKSTON and NEW MONKLAND:				
Airdriehill - P. 11	365 0 0	300	116 23	88 1 0 10 17 0
COVINGTON AND THANKERTON:				
Covington - - P. 5	- - -	70	53	55 16 0
CRAWFORD:				
Crawford - - P. 5	- - -	103	58	74 8 0
Summit - - P. 5	- - -	53	27	14 16 0
CRAWFORDJOHN:				
Crawfordjohn - P. 5	- - -	70	38	34 5 0
Abington (Sir E. Colebrooke's) 5	- - -	93	55	60 8 0
Crawfordjohn, Female - 5	- - -	34	23	18 17 0
CULTER:				
Culter - - P. 5	- - -	89	77	83 10 6
DALSERF:				
Dalserf - - P. 4	- - -	202	254	230 1 0
Shawsburn - P. 4	306 1 0	300	171	154 15 0
DALZIEL:				
Craigneuk - - P. 11	897 16 9	666	418	345 8 0
Dalziel - - P. 11	200 0 0	448	415	326 5 0
Muir Street - P. 11	489 2 6	400	213 56	176 10 0 26 9 0
Motherwell Iron Works - - 11	- - -	425	371	516 0 6
Motherwell - R. 11	- - -	257	277	221 7 0
DOLPHINTON:				
Dolphinton - P. 4	- - -	83	57	55 15 0
DOUGLAS:				
Douglas - - P. 3	251 6 3	250	159	128 4 0
Rigside - - P. 3	- - -	114	103	98 7 0
Stablestone - P. 3	- - -	130	72	72 15 0

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Lanark—*cont.*	£ s. d.			£ s. d.
GLASGOW (Burgh)—*cont.*				
St. George's, Brown Street 1	*700 0 0	315	248	196 9 0
St. George's (Kelvin St.) - F.C.	300 0 0			
St. James' - - S 5	*450 0 0	489	384	390 19 0
St. John's (Annfield) - - S. 5	- - -	500	325	313 5 6
St. John's (David Street, Gallowgate) - - S. 5	742 0 0	395	269	269 0 6
St. John's (Hill Street), Industrial - - F.C. 2	- - -	439	211	182 4 6
St. John's (Macfarlane St.) - 4	- - -	221	203	223 3 6
St. John's, Boys R. 3	- - -	245	220	181 10 0
St. John's, Girls R. 3	- - -	560	413	299 1 0
St. John's, Evening - R. 4	- - -	—	80	34 10 0
St. John's, Young St. - C.S. 2	490 0 0	433	144	115 4 0
St. Joseph's - R. 3	- - -	926	734	582 15 2
			154	57 3 6
St. Luke's - - S.	*395 0 0			
St. Mary's - - E. 5	- - -	398	304	266 0 0
St. Matthew's - F.C. 2	440 0 0	498	298	212 11 0
St. Matthew's - S. 5	578 13 6	470	438	457 10 0
St. Mungo's - R. 11	1,000 0 0	1213	527	352 1 8
			71	42 1 6
St. Patrick's - R. 3	- - -	697	394	308 4 0
			39	21 6 0
St. Paul's - - C.S. 4	*660 0 0	280	265	198 3 0
St. Paul's, Female - - F.C. 3	- - -	91	38	19 15 0
St. Stephen's - C.S. 4	- - -	527	440	457 12 0
St. Vincent - R. 3	- - -	765	288	113 13 6
Springburn, St. Aloysius - R. 11	190 18 9	402	267	218 11 6
Townhead - C.S. 4	- - -	413	280	240 3 0
Well Park - - F.C. 2	- - -	373	231	134 15 0
			68	31 17 0
Woodside - - F.C. 2	280 0 0	136	130	97 11 4
GOVAN (*see also* RENFREWSHIRE):				
Broomloan Road P. 3	970 8 9	750	440	409 18 4
			75	31 0 0
Copeland Road P. 3	- - -	442	402	368 11 0
Fairfield - - P. 11	899 12 6	800	458	386 15 0
Govan Cross - P. 2	- - -	233	185	89 12 6
Govanhill, Calder Street - - P. 11	1,000 7 6	860	746	668 10 0
Lambhill Street P. 1	1,515 0 0	1200	1,165	929 10 4
			59	27 18 6
Partick, Anderson Street - P. 2	402 0 0	520	587	544 2 0
Partick, Rosevale Street - P. 6	933 12 6	848	547	534 13 6
			92	37 14 2
Whiteinch - P. 4	332 0 0	733	298	263 3 4
Govan, Abraham Hill's Trust - 4	- - -	853	495	484 16 6
Govan, Female Industrial - 4	- - -	250	214	144 8 0
Govan - - R. 11	- - -	510	323	269 1 6
			86	44 16 6
Partick Academy 4	350 0 0	271	227	220 11 0
Partick, Female Industrial - C.S. 4	- - -	172	165	129 18 0
Partick, St. Peter's - - R. 4	- - -	322	345	198 10 2
			69	27 1 0
Whiteinch - *c*				

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Lanark—*cont.*	£ s. d.			£ s. d.
HAMILTON (Burgh):				
Beckford Street P. 6	335 2 6	350	291	237 10 6
Townhead - P. 6	409 11 10	400	312	281 1 0
Hamilton, Orphan and Charity - 6	530 0 0	365	379	321 17 0
St. John's - F.C. 6	*600 0 0	618	544	576 10 0
Hamilton - R. 6	215 11 8	213	236	212 8 0
HAMILTON (Landward):				
Beechfield - P. 6	142 12 6	150	64	43 10 0
Ferniegair - P. 6	463 4 2	250	134	102 15 0
Greenfield - P. 6	142 12 6	655	258	189 7 0
Motherwell - P. 6	463 4 2	250	312	247 10 0
Quarter - - P. 6	463 4 2	250	227	185 6 6
LANARK (Burgh):				
Lanark, Grammar - - P. 7	*250 0 0	145	117	54 6 0
Westburgh - P. 7	- - -	86	86	75 5 0
Broomgate, Institution -	*225 0 0			
Croftview, Female 7	- - -	51	56	55 15 0
Lanark - - R. 7	- - -	370	213	186 13 6
Mrs. Wilson's Free - - 7	- - -	75	57	45 10 0
St. Leonard's, Subscription - 7	- - -	264	217	189 17 6
LANARK (Landward):				
Cartland - - P.	74 5 0	50		
Nemphlar - P. 4	63 0 0	50	31	21 0 0
New Lanark - P. 7	- - -	242	76	72 9 0
LARKHALL:				
Academy - - P. 1	- - -	272	258	236 6 0
Duke Street - P. 1	- - -	81	100	23 12 0
			19	9 8 6
Glengowan - P. 1	367 3 9	350	360	314 8 0
			55	29 5 0
Muir Street - P. 1	367 3 9	350	286	263 9 0
			57	24 5 6
Larkhall - - R. 1	- - -	182	100	89 17 0
LEADHILLS:				
Leadhills - - P. 5	- - -	216	202	196 1 0
LESMAHAGOW:				
Auchinheath, Boys - - P. 3	- - -	119	93	81 7 6
Auchinheath, Girls P. 3	- - -	193	72	63 0 0
Bellfield - - P. 3	358 18 4	250	126	82 6 0
Bent - - - P. 3	- - -	114	59	37 2 0
Blackwood - P. 3	- - -	210	153	139 7 6
Blackwood, Boys P. 3	- - -	221	189	171 11 0
Hawksland - P. 3	137 10 0	100	79	80 13 6
Kirkfield Bank P. 4	245 1 8	150	46	125 5 0
Lesmahagow, Boys - - P. 3	- - -	257	119	73 6 0
Lesmahagow, Female Industrial - P. 3	250 0 0	268	172	171 12 7
Skellyhill - - P. 3	- - -	51	64	63 16 5
Stonebyres - P. 3	- - -	39	56	13 8 1
Underbank - P. 3	252 10 0	150	140	113 10 0
Kirkmuirhill Colliery - - 3	- - -	92	59	49 5 0
LIBERTON:				
Liberton - - P. 4	- - -	72	45	50 4 6
Quothquan - P. 4	- - -	56	26	25 1 0
MARYHILL:				
Church Street - P. 11	246 0 0	190	117	78 18 4
East Park - P. 11	442 15 0	400	352	283 10 0
Maryhill - - P. 11	266 5 0	293	268	228 14 0

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Lanark—*cont.*	£ s. d.			£ s. d.
MARYHILL—*cont.*				
Possil - - P. 11	498 8 9	400	83	52 3 0
Maryhill - - R. 12	- - -	516	264	208 18 0
Possil - - R. 10	- - -	119	83	63 6 0
NEW MONKLAND:				
Avonhead - - P. 2	263 13 9	200	81	60 2 6
Gain - - - P. 2	- - -	69	53	42 13 6
Glenboig - - P. 12	250 11 3	180	112	91 14 0
Greengairs - P. 2	354 2 6	300	259	211 14 0
New Monkland P. 2	60 0 0	165	85	68 15 0
Riggend - - P. 2	60 0 0	121	95	74 17 0
Roughrigg - P. 2	362 5 0	300	165	114 14 0
Greengairs - G.A.	75 0 0			
OLD MONKLAND:				
Coatbridge, Langloan - - P. 3	388 10 0	388	341	411 19 4
Dundyvan - P. 3	- - -	308	334	296 4 0
Old Monkland - P. 3	197 10 0	313	155	180 18 2
Mount Vernon - P. 2	- - -	308	103	51 15 11
West Maryston P. 2	- - -	170	147	119 17 6
Baillieston - S. 7	- - -	215	235	213 3 2
Baillieston, St. Bridget's - R. 10	- - -	143	137	115 1 0
Bargeddie - - S. 7	- - -	220	239 42	218 13 0 21 8 0
Calderbank Iron Works - - 2	- - -	252	209	183 10 0
Calder Iron Works - - 2	- - -	227	226 40	172 17 0 23 15 0
Coatbridge, St. Patrick - - R. 10	- - -	582	364 38	262 18 4 16 19 6
Coats - - C.S. 5	- - -	358	295	254 19 6
Faskine and Palacecraig - C.S. 5	- - -	289	93	74 15 0
Gartsherrie - 5	650 0 0	649	451	413 10 6
Gartsherrie Works - - C.S. 5	949 0 0	412	289	233 10 0
Rosehall Colliery - - 2	- - -	173	167 41	147 1 0 23 14 0
Summerlie Iron Works - - 3	- - -	182	191	215 10 11
Tollcross, St. Joseph's - R. 10	- - -	134	133	88 14 0
Whifflet - - R. 10	- - -	374	204	134 5 0
PETTINAIN:				
Pettinain - - P. 4	- - -	66	48	54 17 0
RUTHERGLEN (BURGH):				
Burgh - - P. 10	258 0 0	250	277	201 17 0
Farie Street - P. 12	478 4 4	400	327	274 14 0
Macdonald's - P. 10	- - -	256	233	184 9 0
Rutherglen - F.C. c	276 17 6			
Rutherglen - R. 10	- - -	405	243 74	153 6 0 30 17 6
RUTHERGLEN (LANDWARD).				
Eastfield - - P. 12	120 0 0	217	125	98 12 0
SHETTLESTONE:				
Eastmuir - P. 6	80 4 2	200	150	111 12 0
Provanhall - P. 6	- - -	127	34	24 3 0
Roughazie - P. 6	191 6 0	72	53	44 6 0
Shettlestone - P. 6	324 16 3	300	190	168 6 0
Tollcross - - P. 6	332 7 6	300	319	278 11 0
Eastmuir - - R. 6	- - -	161	132 57	108 17 0 28 15 6
SHETTLESTONE and SPRINGBURN:				
Millerston - P. 6	- - -	146	87	68 6 0

c School closed.

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Lanark—*cont.*	£ s. d.			£ s. d.
SHOTTS:				
Cleland and Omoa P. 1	367 0 0	300	195	176 9 0
Greenhill - - P. 1	332 10 0	250	91	78 15 0
Greens - - P. 12	- - -	63	19	32 5 0
Harthill - - P. 12	- - -	290	222	179 0 0
Shotts - - P. 12	188 18 1	207	171	152 11 0
Benhar Colliery 12	- - -	373	339	302 7 0
Cleland, St. Mary's, Evening - R. 4	- - -	—	103	56 19 0
SPRINGBURN:				
Springburn - P. 10	426 18 9	400	249	225 6 0
Murdoch's - C.S. 6	- - -	193	200	172 10 0
STONEHOUSE:				
Camnethan St. - P. 2	- - -	178	135	115 7 0
Greenside - P. 2	- - -	144	105	87 4 0
Stonehouse - F.C. 2	- - -	186	186	162 15 0
STONEHOUSE and AVONDALE:				
Sandford - - P. 2	40 0 0	100	74	70 1 0
SYMINGTON:				
Symington - P. 5	- - -	72	52	29 18 0
WALSTON:				
Walston - - P. 4	- - -	60	39	32 0 0
Ellsridge Hill - 4	- - -	64	49	41 1 0
WANDELL AND LAMINGTON:				
Lamington - P. 5	- - -	74	17	22 5 0
WHITBURN (*see also* LINLITHGOWSHIRE):				
East Benhar Colliery - - 12	- - -	206	180	174 1 0
WISTON AND ROBERTON:				
Roberton - P. 5	- - -	50	39	49 16 0
Wiston - - P. 5	- - -	70	37	47 9 0
LINLITHGOW.				
ABERCORN:				
Abercorn - - P. 12	- - -	114	76	63 19 0
Woodend - - P. 12	- - -	60	25	17 2 0
BATHGATE (TOWN):				
Bathgate - - P.				
Bathgate Academy - - 2	- - -	774	596	571 2 0
Bathgate - - R. 2	- - -	143	157	99 18 0
BATHGATE (LANDWARD):				
Armadale - - P. 2	- - -	199	204	113 4 0
Bathgate - - P. 2	- - -	131	137	83 13 0
Armadale - - G.A. e	*34 0 0			
BORROWSTOWNESS:				
Bo'ness - - P. 4	380 0 0	350	227 52	189 4 0 23 0 0
Bo'ness, Infant P. 4	118 15 0	150	151	98 16 0
Borrowstown - P.	213 15 0	200		
Bo'ness, Anderson - - 4	- - -	142	253	146 16 0
CARRIDEN:				
Carriden - - P. 5	- - -	90	48	23 12 0
Grangepans P. 5	242 0 0	151	161 37	85 10 0 18 0 0
Carriden, Girls 5	- - -	68	50	44 2 0

e School extinct.

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Linlithgow—*cont.*	£ s. d.			£ s. d.
DALMENY AND QUEENSFERRY (BURGH):				
Dalmeny - P. 12	139 0 0	160	86	65 3 0
South Queensferry P. 12	398 0 0	275	166	93 18 5
			40	20 7 6
ECCLESMACHAN:				
Ecclesmachan - P. 12	- - -	119	61	50 17 0
KIRKLISTON:				
Kirkliston - P. 5	- - -	272	216	182 16 0
Winchburgh - P. 5	- - -	108	59	35 15 0
LINLITHGOW (BURGH):				
Linlithgow - P. 5	276 5 0	330	311	274 15 0
Linlithgow - F.C. *d*	127 0 0			
Longcroft, Infant 5	- - -	158	110	81 2 0
LINLITHGOW (LANDWARD):				
Kingscavil - P. 5	- - -	61	31	22 10 0
Linlithgow - P. 5	- - -	447	239	195 2 2
LIVINGSTONE:				
Binny - - P. 5	- - -	57	40	28 0 8
Blackburn - P. 5	245 15 0	180	84	67 1 0
Livingstone - P. 5	- - -	115	61	50 1 6
TORPHICHEN:				
No. 1 - - - P. 5	- - -	118	60	50 12 0
No. 2 - - - P. 5	150 0 0	93	51	44 3 0
Blackridge - P. 5	168 10 0	80	48	38 15 0
Woodend - - P. 5	- - -	131	135	107 17 0
UPHALL:				
Broxburn - - P. 5	- - -	228	246	191 2 0
Uphall - - P. 5	- - -	225	122	101 7 0
Broxburn - - R. 3	- - -	108	79	55 1 0
WHITBURN (*see also* LANARKSHIRE):				
Crofthead - - P. 3	- - -	307	210	180 16 0
Longridge - P. 5	106 0 0	122	88	72 9 0
Wilson's - - P. 5	110 13 4	214	174	170 6 1
Fauldhouse, Wilson's Endowed 3	107 0 0	119	123	92 18 0
Greenhills, Colliery 3	- - -	246	254	225 2 4
Lady Baillie's, Infant 5	- - -	160	102	86 2 0
NAIRN.				
ARDCLACH:				
Ardclach - - P. 4	- - -	60	19	32 2 0
Lethen - - P. 11	151 1 3	70	31	36 17 6
Col. Campbell's 4	- - -	100	50	55 6 0
AULDEARN:				
Auldearn - - P. 3	- - -	84	37	40 2 6
Innes - - - P. 3	145 0 0	76	66	40 13 0
Moyness - - P. 2	128 1 10	83	49	47 5 0
CAWDOR:				
Cawdor - - P. 4	- - -	115	73	64 16 0
Clunas - - P. 4	30 0 0	46	32	34 12 0
Culchary - - P. 4	65 0 0	72	38	32 15 0
NAIRN (BURGH):				
Church Street - P. 2	394 5 0	300	214	194 14 0
Links - - P. 2	138 7 6	250	186	163 12 6
Monitory - - P. 3	*100 0 0 / 121 5 0	150	102	81 3 0
Nairn - - F.C.	150 0 0			

d Now part of Linlithgow (Landward) Public S.

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Nairn—*cont.*	£ s. d.			£ s.
NAIRN (LANDWARD):				
Delnies - - P. 2	245 5 0	130	65	42 1
Geddes - - P. 2	150 10 0	60	59	45 6
URQUHART AND LOGIE WESTER (*see also* ROSS-SHIRE):				
Ferintosh - - P. 2	953 7 1	155	53	38 14
Ferintosh - - F.C.	90 0 0			
ORKNEY and SHETLAND.				
I.—ORKNEY.				
BIRSAY AND HARRAY:				
Birsay - - P. 6	634 9 9	120	71	60 18
Birsay, Above the Hill - P. 6	- - -	60	26	42 11
Harray - P. 6	638 10 1	108	46	54 3
Marwick - - G.A. 6	- - -	—	—	Art.17
EVIE AND RENDALL:				
Costa - - P. 6	583 8 6	65	27	39 7
Evie - - - P. 6	139 0 0	67	55	50 13
Rendall, Madras Society's - 6	- - -	86	42	57 9
FIRTH AND STENNIS:				
Firth - - P. 6	602 8 6	160	84	88 10
Stennis - - P. 6	214 17 0	100	60	65 19
HOLM:				
Holm, East - P. 6	485 10 0	60	35	29 9
Holm, West - P. 6	615 19 0	120	84	88 10
HOY AND GRÆMSAY:				
Hoy - - - P. 6	471 12 3	40	23	20 14
Græmsay Society's 6	- - -	49	30	32 15
KIRKWALL (Burgh) and KIRKWALL (Landward) and ST. OLA:				
Glaitness - - P. 6	139 7 6	120	95	68 12
			45	16 5
Kirkwall, Burgh P. 6	786 8 3	470	336	332 10
LADY, and CROSS & BURNESS:				
Burness - - P. 6	474 19 0	80	48	41 14
Cross - - P. 6	434 0 0	60	45	26 17
Lady, Central - P. 6	350 0 0	140	59	65 5
North Ronaldshay - - P. 6	- - -	42	56	54 1
Sellibister - P. 6	- - -	81	*a*43	26 5
ORPHIR:				
Orphir - - P. 6	550 0 0	85	48	44 1
Kirbuster - - 6	- - -	60	36	9 1
ROUSAY AND EGILSHAY:				
Egilshay - - P. 6	507 12 5	50	18	30 6
Frotoft - - P. 6	155 16 3	60	31	49 7
Sourin - - P. 6	635 12 7	90	52	72 16
Viera - - P. 6	297 6 9	25	15	Art.11
Wasbister - - P. 6	- - -	50	43	52 1

a Grant for 1876.

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Orkney—*cont.*	£ s. d.			£ s. d.
ST. ANDREW'S AND DEERNESS:				
Deerness - - P. 6	587 10 0	155	86	46 4 4
St. Andrew's - P. 6	537 6 0	55	62	56 10 0
Tankerness - P. 6	536 0 0	80	43	42 16 6
Campston Society's c				
SANDWICK:				
Sandwick - - P. 6	- - -	56	49	45 15 0
Sandwick, South P.	574 15 3	60		
Quoyloo - - P. 6	- - -	75	53	51 14 6
SANDWICK and BIRSAY HARRAY:				
Sandwick, Downby P. 6	654 15 6	90	61	28 13 2
SHAPINSAY:				
Shapinsay - P. 6	414 0 0	100	55	57 14 0
Shapinsay, Society's 6	- - -	47	38	40 4 0
SOUTH RONALDSHAY AND BURRAY:				
Burray - - P. 6	630 1 9	130	73	45 17 0
Grimness - - P. 6	566 0 3	60	—	Art. 10.
Hope - - P. 6	680 0 0	140	92	50 0 11
Widewall - - P. 6	651 12 6	110	67	65 15 0
STROMNESS:				
Kirbuster - - P. 6	500 0 0	65	28	44 15 0
Stromness - P. 6	1,000 0 0	290	234	243 6 0
STRONSAY AND EDAY:				
Eday, North - P. 6	507 0 0	75	45	36 16 0
Eday, South - P. 6	502 0 0	82	45	43 17 6
Stronsay, Central P. 6	- - -	126	72	73 12 0
Stronsay, North, Female and Infant - - P.	492 1 10	70		
Stronsay, South, Female and Infants - - P. 6	468 16 6	70	52	42 3 0
WALLS AND FLOTTA:				
Brims - - P. 6	182 11 10	35	23	36 19 6
South Walls - P. 6	571 5 3	92	64	74 16 0
Flotta - - P. 6	- - -	68	53	45 1 0
North Walls - G.A. 6	- - -	68	42	53 5 0
WESTRAY AND PAPA WESTRAY:				
Midbea (West Side) - - P. 6	52 0 0	66	28	23 18 0
Papa Westray - P. 6	630 16 6	80	64	56 0 0
Pierowall - P. 6	757 2 10	180	51	42 16 6
Skelwick - - P. 6	- - -	90	56	49 15 0
II.—SHETLAND.				
BRESSAY:				
Bressay, East Side P. 6	- - -	40	26	28 15 0
Burra Society - 7	- - -	67	59	52 7 6
DELTING:				
Brae - - - P.	575 18 3	40		
Moorfield - - P. 7	- - -	45	25	58 2 6
Mossbank - U.P. 6	- - -	56	30	24 13 2
Olnafirth - - G.A. 7				
DELTING, and SANDSTING & AITHSTING:				
Gonfirth - - P. 6	582 10 0	40	25	42 18 8

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Shetland—*cont.*	£ s. d.			£ s.
DUNROSSNESS:				
Cunningsburgh P. 7	- - -	41	30	28 4
Fairisle - - P 6	- - -	56	26	30 2
Sandwick - P. 7	- - -	49	58	39 8
Quendale - - F.C. 7	- - -	75	31	34 13
FETLAR AND NORTH YELL:				
Fetlar - - P. 7	- - -	49	18	13 9
North Yell, Braeside - - P. 7	- - -	30	— / 19	Art. 19 / 11 13
Sellafirth - - P. 7	- - -	—	—	Art.17 (
LERWICK AND GULBERWICK:				
Gulberwick - P. 7	584 13 10	65	42 / 12	39 9 / 5 15
Lerwick, First - P. 6	- - -	162	114	83 2
Lerwick, Infant P. 6	688 11 3	140	87	62 16
Lerwick, Educational Institute 6	- - -	158	135	106 7
Lerwick - - E. 6	- - -	87	63	53 4
MID AND SOUTH YELL:				
East Yell - - P. 7	- - -	36	10	15 9
Seafield (Mid Yell) - - P. 7	- - -	38	17	48 6
Burravoe, Female 7	- - -	26	8	13 18
NESTING:				
Lunnasting - P. 6	528 5 1	100	44	42 3
South Nesting - P. 6	721 5 0	70	66	64 3
Vidlem, Evening 4	- - -	—	33	18 19
Whalsay - - P. 7	855 13 6	90	51 / 28	41 4 / 17 9
Skerries - - G.A. 7	- - -	54	22	30 6
Walsay Tivester 7	- - -	64	35	18 18
NORTHMAVINE:				
North Roe - P.	712 11 5	80		
Sullem - - P. 7	480 5 5	45	18	25 1
Urafirth - - P. 6	337 10 0	60	25	17 4
Tangwick - P. 6	703 12 3	60	36	10 2
Ollaberry - - U.P. 6	- - -	72	28	39 15
SANDSTING AND AITHSTING.				
Clousta - - P.	577 6 6	30		
Gruting - - P. 6	641 18 0	80	77 / 21	65 16 / 11 19
Sand - - P. 6	612 8 7	54	49	32 2
Sand Sound - P.	501 8 9	30		
Skeld - - P. 6	783 14 9	120	73 / 21	51 13 / 11 19
Twatt - - P. 6	527 9 0	90	67	47 19
TINGWALL:				
Girlsta - - P. 6	344 15 0	40	40	51 12
Gott - - - P. 6	322 4 4	71	34	25 3
Scalloway - - P. 6	785 12 10	110	99	67 7
Trondra - - P.	297 11 5	20		
Weisdale - - P. 6	565 15 3	40	27	37 0
Whiteness - P. 7	810 19 2	110	64	59 13
UNST:				
Baltasound - P. 7	- - -	47	35	36 13
Gritquoy - - P. 7	- - -	94	33	29 17
Norwick - - P. 7	- - -	41	34	39 19
Uyasound - - P.				
Burrafirth - C.S. 7	- - -	50	40	42 19

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Shetland—*cont.*	£ s. d.			£ s. d.
WALLS:				
Happyhansel - P. 6	- - -	44	40	16 3 9
Papa Stour - P. 7	- - -	53	34	32 9 0
Midwalls, Clothie P. 7	- - -	71	25	Art. 19.
Sandness Madras 7	- - -	59	66	46 11 0
PEEBLES.				
BROUGHTON, GLENHOLM, AND KILBUCHO:				
Broughton, Central - - - P. 5	192 11 3	120	57	47 13 0
Glenholm - - P. 5	- - -	41	13	26 7 6
Kilbucho - - P. 5	- - -	44	23	33 4 6
DRUMELZIER:				
Drumelzier - P. 5	- - -	44	32	40 0 0
EDDLESTONE:				
Eddlestone - P. 5	- - -	106	61	41 17 0
INNERLEITHEN:				
Innerleithen - P. 11	100 0 0	283	226	184 0 0
Leithenhope - P. 5	- - -	32	7	20 16 6
Walkerburn - P. 11	212 7 6	146	144	119 2 0
KIRKURD:				
Kirkurd - P. 6	- - -	82	70	63 2 0
LYNE AND MEGGET				
Lyne - - P. 5	- - -	47	27	31 4 0
MANOR:				
Manor - - P. 5	- - -	59	38	45 8 0
NEWLANDS:				
Lamancha - - P. 5	- - -	67	45	38 1 0
Newlands - - P. 6	184 5 0	90	47	26 10 0
PEEBLES:				
First English - P. 7	- - -	300	117	109 19 6
Second English P. 7	109 0 0	99	60	51 1 0
Halyrude - - P. 7	281 0 0	200	215	188 2 6
St. Joseph's - R.	- - -	74	31	12 4 3
SKIRLING:				
Skirling - - P. 5	- - -	87	38	42 11 0
STOBO:				
Stobo - - P. 5	- - -	64	45	39 9 6
TRAQUAIR:				
Traquair - - P. 5	- - -	104	72	54 18 0
The Glen - - 5	- - -	37	23	35 15 0
TWEEDSMUIR.				
WEST LINTON:				
West Linton - P. 6	- - -	72	58	56 5 0
West Linton - E. 6	- - -	68	25	15 19 0
West Linton, Female - - 6	- - -	58	29	19 16 0
PERTH.				
ABERDALGIE:				
Aberdalgie - P. 5	- - -	60	—	Art. 19.
ABERFOYLE:				
Aberfoyle - P. 7	- - -	72	35	48 5 0
Kinloch Ard 7	- - -	66	25	34 5 0

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Perth—*cont.*	£ s. d.			£ s. d.
ABERNETHY:				
Abernethy - P. 1	309 18 9	300	143	141 1 6
ABERNYTE:				
Abernyte - - P. 6	- - -	93	70	57 3 0
ALYTH:				
Alyth - - P.	353 10 0	300		
Banff Street - P. 11	- - -	174	67	43 4 8
Mill Street - P. 11	224 2 6	131	67	33 2 6
Alyth - - - E. 11	- - -	101	66	49 10 0
Alyth, Girls Industrial - - C.S. 11	357 0 0	197	205	185 8 6
Gauld's Well - 5	- - -	49	14	28 1 0
AMULREE:				
Amulree - - P. 3	- - -	48	31	49 9 0
Shian - - P. 3	- - -	45	16	28 9 0
ARDOCH:				
Braco, East - P. 1	- - -	71	38	32 9 0
Braco, West - P. 1	- - -	60	57	51 7 0
Greenloaning - P. 1	- - -	75	49	30 17 0
ARNGASK:				
Arngask - - P. 5	- - -	155	97	84 5 6
AUCHTERARDER:				
Aberuthven - P. 5	- - -	110	74	74 8 0
Auchterarder - P. 12	296 2 6	250	120	105 2 0
Townhead - - P. 12	393 0 0	154	124 28	98 3 0 6 17 0
John Sheddan's 12	190 0 0	203	92	67 1 0
AUCHTERGAVEN:				
Auchtergaven - P. 6	309 19 4	300	177	160 0 0
AUCHTERGAVEN, REDGORTON, and KINCLAVEN:				
Stanley - - P. 1	141 2 0	250	130	107 11 0
BALQUHIDDER:				
Balquhidder - P. 4	- - -	88	31	46 15 0
Loch Earn Head F.C. 4	- - -	64	41	49 2 0
Loch Earn Head Subscription - 4	- - -	52	15	10 7 4
Strathyre, Society's - - 4	- - -	50	22	29 6 0
BENDOCHY:				
Bendochy - - P. 5	146 0 0	55	43	55 13 6
BLACKFORD:				
Blackford - - P. 1	- - -	221	84	38 12 2
Gleneagles - P. 2	- - -	75	31	30 9 4
Tullibardine - P. 2	- - -	64	59	47 18 0
Blackford - - F.C. 1	257 5 0	118	73	63 18 0
BLAIR ATHOL:				
Blair Athol - P. 4	- - -	221	104	93 9 0
Glengarry - - P. 4	- - -	26	12	25 11 0
Pittagowan Society's - - 4	- - -	44	28	41 8 0
Strathtummel Society's - - 4	- - -	52	29	43 3 6
Strowan, Society's 4	- - -	63	33	45 17 0
BLAIRGOWRIE:				
Blairgowrie - P. 11	- - -	176	225	Art. 17 (g).
James Street - P. 11	- - -	382	232	202 5 0
William Street - P. 11	- - -	214	268	253 18 6
St. Stephen's - R. 11	- - -	140	95	101 9 6
BLAIRINGONE:				
Blairingone - P. 7	126 0 0	103	84	54 18 0

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Perth—*cont.*	£ s. d.			£ s. d.
CALLANDER:				
Callander - - P. 1	216 5 0	150	64	40 1 11
Callander - - F.C. 1	- - -	206	150	150 9 0
CAPUTH:				
Spittalfield - P. 3	51 0 0	150	82	84 3 0
Butterstone, Subscription - 3	- - -	100	33	41 14 0
Meikleour, Fem. S. 5	- - -	57	26	37 5 0
Wester Caputh, Fem. - - 3	- - -	59	29	24 3 0
CARGILL:				
Newbigging - P. 5	- - -	125	82	72 15 0
Woodside - - P. 5	16 5 0	131	88	56 5 0
CLUNIE:				
Clunie - P. 5	- - -	106	77	82 1 6
COLLACE:				
Collace - - P. 5	51 0 0	130	74	65 6 0
COMRIE:				
Comrie - - P. 2	- - -	167	164	154 0 0
Comrie, Infant and Female - P. 2	150 0 0	84	52	42 19 0
Glenartney - P. 4	- - -	23	15	32 11 0
Glenledmock - P. 2	32 0 0	30	7	19 13 0
St. Fillan's - P. 4	103 5 0	40	27	40 7 0
Comrie - - F.C. *c*	100 0 0			
COUPAR ANGUS:				
Coupar Angus - P. 11	513 19 4	502	312	275 13 0
Coupar Angus - F.C.	42 0 0			
CRIEFF:				
Crieff - - P. 12	364 3 9	450	240	191 11 0
Taylor's Institution - - 12	- - -	252	226	167 6 0
CULROSS:				
Culross - - P. 7	- - -	118	102	93 8 0
DRON:				
Dron - - - P. 1	- - -	62	34	22 7 4
DULL:				
Dull - - - P. 3	- - -	95	45	38 6 0
Foss - - - P. 4	- - -	48	18	27 18 0
Grandtully - P. 3	- - -	74	45	47 14 0
Grandtully, Westpark, Society's 3	- - -	45	23	27 4 0
Tummel Bridge, Society's - 4	- - -	38	18	34 9 0
DUNBARNEY:				
Dunbarney - P. 1	232 5 0	180	127	125 16 0
Bridge of Earn - F.C. *c*	50 0 0			
DUNBLANE:				
Dunblane - - P. 1	278 5 0	364	247	212 12 0
Kinbuck - - P. 1	202 1 0	92	61	50 2 0
Dunblane, St. Mary's - - E. 1	- - -	62	63	49 16 0
DUNKELD AND DOWALLY:				
Dowally - - P. 3	- - -	107	51	55 7 0
Dunkeld, Duchess of Athol's - C.S. 3	- - -	135	81	76 13 6
Dunkeld, Royal C.S. 3	- - -	151	57 16	51 18 0 6 1 6

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Perth—*cont.*	£ s. d.			£ s. d
DUNNING:				
Dunning - - P. 5	- - -	134	80	91 5
Dunning, Inft. Indl. - - P. 5	- - -	68	34	27 19
Pitcairns - - P. 5	- - -	117	79	68 5 1
ERROL:				
Errol - - P. 6	- - -	224	109	83 12
Glendoick - - P. 6	- - -	130	78	66 19
Errol - - - F.C. *c*	65 0 0			
Errol, Fem. Indl. 6	470 0 0	147	85	63 6
FINDO GASK:				
Findo Gask - P. 2	65 0 0	76	29	37 13
FORGANDENNY:				
Forgandenny - P. 1	- - -	110	76	79 0
Path of Condie P. 6	40 0 0	64	40	41 6
FORTEVIOT:				
Forteviot - P. 1	- - -	98	45	35 18
FORTINGALL:				
Fortingall - - P. 4	- - -	82	58	62 18
FOWLIS EASTER.				
FOWLIS WESTER:				
Fowlis Wester, Village - P. 2	- - -	114	52	45 18
Glenalmond, Subscription - 5	- - -	67	24	36 19
FOWLIS WESTER and METHVEN:				
Balgowan - - P. 2	- - -	84	58	39 12 1
GARTMORE (*see also* STIRLINGSHIRE):				
Gartmore - - P. 7	86 0 0	135	72	63 11
GLENDEVON:				
Glendevon - P. 7	- - -	38	23	33 13
INCHTURE:				
Inchture - - P. 6	- - -	127	86	66 18
INNERWICK (GLENLYON):				
Cambusvrachan P. 4	- - -	62	24	38 17
Meggernie - - P. 4	- - -	30	21	38 14
KENMORE:				
Acharn - - P. 3	- - -	118	74	72 8
Ardtalnaig - P. 3	- - -	86	39	58 17
Fearnan - - P. 4	- - -	50	21	30 18
Kiltyrie - - P. 4	- - -	51	32	37 13
Lawers - - P. 4	- - -	93	52	54 7
KILLIN:				
Ardeonaig - - P. 4	- - -	56	30	45 4
Glendochart - P. 4	- - -	43	18	21 19
Killin - - P. 4	- - -	85	75	76 11
KILMADOCK:				
Deanston Works P. 12	- - -	123	115	74 18
Doune - - P. 12	415 1 7	131	62	33 2
Doune, Infant - P. 12	- - -	94	40	12 6
Drumvaich - P. 12	- - -	40	25	10 15
Kilmadock - P. 12	- - -	136	62	37 1
KILSPINDIE:				
Kilspindie - P. 6	- - -	100	81	78 12
KINCARDINE:				
Blair Drummond P. 7	- - -	75	14	22 6
Kincardine - P. 7	- - -	142	79	77 14
KINCARDINE and KILMADOCK:				
Thornhill - - P. 7	- - -	157	101	91 10

c School closed.

Schools aided by Parliamentary Grants.

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Perth—*cont.*	£ s. d.			£ s. d.
KINCLAVEN:				
Kinclaven - - P. 5	- - -	47	25	28 19 0
KINFAUNS:				
Kinfauns - - P. 6	- - -	60	46	Art. 17 (g).
Dalduff - - P. 6	- - -	46	37	3 18 5
KINLOCH-RANNOCH:				
Kinloch-Rannoch P. 4	*200 0 0	91	22	32 13 0
Kirkman - G.A. 4	- - -	91	25	28 1 7
KINNAIRD:				
Kinnaird - P. 6	- - -	122	77	79 0 0
KINNOULL:				
Balbeggie - - P. 6	- - -	120	80	22 17 0
KINNOULL and PERTH (Burgh):				
Kinnoull District P. 11	336 7 6	300	294	245 14 8
KIPPEN (*see also* STIRLINGSHIRE):				
Arngrew - - P. 2	265 12 6	100	71	69 19 0
Kippen - - P. 2	- - -	95	74	75 7 0
KIRKMICHAEL:				
Glenshee - - P. 5	- - -	40	25	20 2 0
Kirkmichael - P. 5	- - -	130	68	64 18 0
KIRKMICHAEL and PERSIE:				
Ballintuim - P. 5	- - -	80	36	44 17 0
LETHENDY AND KINLOCH:				
Kinloch - - P. 5	- - -	95	44	54 9 0
Lethendy - - P. 5	- - -	61	39	43 10 6
LITTLE DUNKELD:				
Drumour - - P. 3	90 5 0	47	47	53 3 0
Little Dunkeld - P. 3	162 10 0	200	125	109 14 0
Balnaguard, Society's - 3	- - -	37	22	22 9 0
Birnam - - F.C.	269 0 0			
Dalguise, Society's - 3	- - -	50	15	46 17 0
LITTLE DUNKELD and KINCLAVEN:				
Murthly and Strathtay - P. 3	- - -	88	28	38 2 0
LOGIE (*see* CLACKMANNANSHIRE AND STIRLINGSHIRE).				
LOGIEALMOND:				
Logiealmond - P. 5	- - -	78	50	55 9 6
LOGIERAIT:				
Logierait - - P. 3	- - -	194	120	101 3 0
Strathtay, Stewart's Free 3	- - -	120	34	43 1 0
Tulloch of Pitnarrow, Society's 3	- - -	68	32	36 8 0
LOGIERAIT and DULL:				
Aberfeldy - P. 2	- - -	319	166	143 16 4
LONGFORGAN:				
Longforgan - P. 6	106 10 0	180	145	134 11 0
Mylnefield - P. 6	246 12 6	150	130	117 8 0
MADDERTY:				
Madderty - - P. 2	- - -	70	40	35 6 0

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Perth—*cont.*	£ s. d.			£ s. d.
MEIGLE:				
Meigle - - P. 5	362 19 4	200	145	103 1
Washington - P. 3	- - -	110	64	50
METHVEN:				
Almondbank - P. 2	- - -	132	95	95 2
Methven - - P. 2	- - -	107	64	56 2
Methven - - F.C. 0	74 0 0			
Methven, Female Industrial - 2	- - -	110	74	66 1
MONEYDIE:				
Moneydie - - P. 6	- - -	62	20	30 2
MONZIE:				
Monzie - - P. 2	- - -	132	29	62 1
Gilmerton - -	*50 0 0			
MONZIEVAIRD AND STROWAN:				
Monzievaird and Strowan - - P. 5	130 0 0	134	90	80 1
MOULIN:				
Moulin - - P. 2	56 1 2	135	72	50
Pitlochry - - P. 3	278 8 5	258	120	111 1
Struloch - - P. 3	119 16 10	104	30	47 1
MUCKART:				
Muckart - - P. 7	108 0 0	135	69	61 1
MUTHILL:				
Blairtrour - P. 12	104 17 6	40	25	10
Drummond St. P. 4	96 5 0	150	70	102
Willoughby St. P. 2	131 0 0	125	66	58
Innerpeffray - R. 2	- - -	56	17	30
PERSIE (*see also* FORFARSHIRE):				
Strone of Callie P. 5	104 17 10	57	21	40
Delmunie Burn 5	129 18 3	58	37	44 1
PERTH (BURGH):				
Central Dist. - P. 1	{*600 0 0; 180 2 0}	370	370	225 1
King Street, Infl. P. 10	*150 0 0	204	65	52
Northern Dist. (Dalhousie) - P. 10	738 18 8	150	448	454 1
North Port - P. 11	320 9 0	402	511	215
Perth, Southern Dist. - - P. 16	{*200 0 0; 41 6 10}	419	395	292 1
Watergate - P. 16	*200 0 0	240	173	142
" - "	105 0 0			
Western Dist. - P.	*200 0 0			
St. Andrew's - R. 11	- - -	284	213	186
St. John's - R. 11	328 8 0	317	230	192
St. Ninian's - R. 11	- - -	152	117	83
Seymour Munro Free - - F.C. 11	- - -	125	103	44
Stewart's, Free Trades - - 11	- - -	181	100	24
Territorial, Mission F.C.	297 0 0			
PERTH, EAST PARISH (LANDWARD):				
Cherrybank - P. 2	207 17 6	101	101	67
Craigend - - P. 2	- - -	54	25	20
Tulloch - - 2	- - -	57	57	47 1
PORT OF MONTEITH:				
Dykehead - P. 7	- - -	66	28	33 1
Port of Monteith P. 7	- - -	47	20	24
Ruskie - - P. 7	{*43 0 0; 64 0 0}	62	32	38

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Perth—*cont.*	£ s. d.			£ s. d.
RATTRAY:				
Craig Mill - P. 5	- - -	95	61	56 7 0
Rattray - P. 11	146 12 6	243	188	157 7 0
REDGORTON:				
Fitcairn Green P. 6	- - -	84	49	31 3 0
Redgorton - P. 6	- - -	111	48	38 17 0
RHYND:				
Rhynd - - P. 5	- - -	69	54	58 13 0
ST. MADOES:				
St. Madoes - P. 6	- - -	75	61	52 9 0
ST. MARTIN'S:				
Guildtown - P. 6	- - -	88	58	39 12 11
SCONE:				
New Scone - P. 6	369 10 0	311	219	187 13 0
Stormontfield - P. 6	- - -	59	40	41 0 0
TENANDRY:				
Glenfincastle - 3	- - -	75	24	12 10 10
Aldgirnaig - G.A. 3	*33 0 0	62	42	26 11 2
TIBBERMORE:				
Ruthvenfield - P. 6	- - -	218	85	62 8 0
Tibbermore - P. 6	- - -	153	83	67 12 6
TRINITY GASK:				
Trinity Gask - P. 2	118 11 3	54	34	34 19 0
TROSSACHS:				
Loch Katrine - P. 4	- - -	24	15	29 2 0
Trossachs - - P. 4	130 5 0	60	22	31 16 0
TULLIALLAN:				
Kincardine - P. 7	300 0 0	180	132	128 16 0
Tulliallan - - P. 7	- - -	152	79	76 15 6
Kincardine, Baroness Keith's 7	- - -	167	180	160 6 0
WEEM:				
Weem - - P. 3	- - -	135	46	43 3 0
RENFREW.				
ABBEY PAISLEY (LANDWARD):				
Cardonald St. - P. 12	289 0 0	135	72	59 12 0
Elderslie, Wallace - - P. 1	- - -	240	194	172 13 0
Inkerman - P. 11	- - -	210	144	124 16 0
Johnstone - P.	765 18 9	600	—	—
Johnstone, Ludovic Square - P. 1	205 4 0	250	217	121 16 0
			55	25 0 0
Johnstone, Macdowall Street - P. 3	- - -	135	94	48 2 0
Johnstone, Thornhill - - P. 11	- - -	150	131	98 9 4
Quarrelton - P. 6	- - -	238	132	89 7 4
Johnstone, St. Margaret's - R. 2	- - -	289	201	163 14 6
Paisley, St. Joseph's - - R. 1	- - -	110	91	53 13 6
" " R. 5	- - -	—	106	24 15 8

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Renfrew—*cont.*	£ s. d.			£ s. d.
CATHCART:				
Cathcart - - P. 3	508 10 10	350	179	164 19 6
Queen's Park - P. 10	508 10 10	350	569	324 0 6
			23	9 12 0
Crosshill - - 2	- - -	133	85	59 4 0
EAGLESHAM:				
Eaglesham - P. 3	- - -	166	116	92 9 0
Eaglesham, Female Industrial - - 3	164 0 0	150	70	39 18 6
EASTWOOD:				
Pollok, Academy P. 4	551 5 11	700	271	282 12 6
Pollockshaws, Sir J. Maxwell's - - P. 3	711 0 0	483	451	428 6 6
			30	16 12 6
Thornliebank, Infant - P. 12	- - -	162	139	96 13 0
Thornliebank, Mixed - - P. 12	- - -	189	156	147 15 0
Thornliebank, Female - - P. 12	- - -	130	61	58 10 0
Pollokshaws, Infant - - 11	150 15 0	150	108	70 6 6
Pollokshaws, St. Conval's - R. 3	- - -	442	293	203 4 0
			62	42 15 6
ERSKINE:				
Erskine - - P. 10	205 0 0	245	135	78 8 0
Undercraig - P. 10	180 0 0	113	54	37 4 0
GLASGOW, BURGH (*see also* LANARKSHIRE):				
Shields Road - P. 1	- - -	286	139	82 0 0
GOUROCK:				
Gourock, Eastern P. 10	184 10 0	150	54	27 10 8
John Street - P. 10	- - -	280	194	116 1 0
Gourock, Female Industrial - 10	- - -	236	57	39 19 0
GOVAN (*see also* LANARKSHIRE):				
Kinning Park - P. 1	- - -	685	431	313 5 10
Kinning Park, Our Lady and St. Margaret - R. 10	- - -	950	354	268 19 4
			123	56 7 0
GREENOCK (BURGH):				
Belville Place - P. 3	752 6 3	630	633	599 9 6
			60	21 7 6
Crawfurdsburn P. 10	327 17 6	257	251	187 3 4
Free Middle Church, Mission - - P. *c*				
Glebe - - P.	828 10 0	696		
Greenock, Charity P. 2	- - -	600	452	309 5 0
			25	7 17 6
Mearns Street - P. 3	799 15 0	600	828	1,123 15 4
			70	37 0 0
St. Andrew's Square - - P. 10	- - -	495	344	296 5 0
			62	32 8 0
Shaw Street - P. 3	717 3 1	708	331	175 16 8
			8	4 4 6
Sir Michael St. P. 3	- - -	401	345	261 16 0
			27	13 5 6
Smith's Lane - P. 2	- - -	179	145	113 18 0
Vennel - - P. 4	- - -	253	272	219 12 0
			29	14 16 0
Cartsburn Hall 11	- - -	111	129	106 18 6

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Renfrew—*cont.*	£ s. d.			£ s. d.
GREENOCK (Burgh)—*cont.*				
Cartsdyke, St. Lawrence - R. 11	- - -	348	365	297 19 6
East Greenock, E. 4	64 11 4	280	175	138 10 0
East Shaw St. - F.C. 11	- - -	231	190	141 4 0
Gaelic Church - S. 3	*200 0 0	178	207	193 11 6
Highlanders' Academy - 11	*600 0 0	809	640	525 11 0
" - "	550 0 0			
Mid Parish - S. 3	*120 0 0	280	280	249 13 0
Ragged and Industrial - -	1,000 0 0			
St. Andrew's - G.A. *e*	*190 0 0			
St. Mary's - R. 11	- - -	962	528	253 2 3
Shaw's Water Worsted Mills, Half Time - F.C. 10	- - -	139	74	94 5 7
West Greenock, St. John's - E. 4	*80 0 0	93	118	98 2 0
GREENOCK, EAST PARISH (Landward), & PORT GLASGOW (Landward).				
Ladyburn - - P. 12	- - -	250	154	36 8 4
GREENOCK, WEST PARISH (Landward).				
HOUSTON AND KILLELLAN:				
Bridge of Weir P.	*375 0 0			
Houston, North P. 3	121 5 0	140	78	82 13 8
Houston, South P. 3	218 0 0	143	111	95 0 6
Houston, St. Fillon's - - R. 3	- - -	103	86	62 0 0
HOUSTON & KILLELLAN and KILBARCHAN:				
Freeland - P. 4	159 10 0	245	107	104 7 6
			29	16 8 6
INCHINNAN:				
Inchinnan - P. 4	- - -	130	56	42 17 0
INNERKIP:				
Innerkip - - P. 5	- - -	229	114	118 14 0
KILBARCHAN:				
Kilbarchan - P. 3	- - -	300	192	160 13 0
			50	24 10 0
Linwood - - P. 3	- - -	225	132	103 10 0
			29	14 18 6
Kilbarchan, Female 3	- - -	177	113	114 5 6
Linwood - - R. 2	- - -	100	90	48 5 0
KILMALCOLM:				
Kilmalcolm - P. 1	228 0	250	135	104 12 0
West Side - P. 1	142 1	84	40	28 1 0
LEVERN:				
Levern - - P. 11	777 0 0	318	119	94 17 6
Houschill, Endowed 11	- - -	100	53	42 8 6
Nitshill - - R. 11	- - -	123	63	36 19 6
LOCHWINNOCH:				
Glenhead - - P. 4	- - -	66	25	23 17 6
Howwood - P. 4	318 0 0	140	96	85 17 0
Lochwinnoch - P. 1	164 6 5	250	200	181 1 10
Macdowall - P. 1	- - -	92	62	41 3 0
MEARNS:				
Mearns - - P. 2	- - -	303	187	153 6 0

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Renfrew—*cont.*	£ s. d.			£ s.
MEARNS CARMUNNOCK and CATHCART:				
Busby District - P. 2	727 7 6	540	263	239 15
			41	19 14
NEILSTON:				
Barrhead - - P. 3	504 15 0	505	336	264 18
			55	30 12
Cross Arthurlie P. 3	515 18 9	455	336	286 12
Neilston - - P. 4	- - -	283	232	189 6
Uplawmuir - P. 4	240 15 0	200	105	106 10
Barrhead - - R. 2	- - -	139	149	107 17
Neilston, St. Thomas - - R. 10	- - -	153	129	96 1
Neilston, Spier's Female - C.S. 4	182 0 0	133	150	118 15
PAISLEY (Burgh):				
Carbrook Street P. 2	*700 0 0	259	204	122 18
			23	10 19
Causeyside, Evening - - - P. 5	- - -	—	71	29 14
East - - - P. 4	1,087 6 7	700	677	624 7
George Street, Central - - P. 2	240 0 0	267	233	115 2
			58	27 17
Glen Street, Evening - P. 4	- - -	—	15	6 0
New Sneddon Street, Evening - - P. 4	- - -	—	43	18 7
North - - P. 3	1,087 18 1	700	680	616 5
Queen Street (No. 7) - - P. 5	- - -	112	87	38 8
South - - P. 3	1,087 10 11	700	611	511 0
Stevenson Street P. 11	216 0 0	320	370	264 3
			107	44 15
The Stow - - P. 11	359 0 0	305	240	157 11
West - - P. 4	1,087 10 11	700	709	704 15
Abbey Parish, Dickson's, Female - - C.S. 2	50 0 0	67	87	15 13
Maxwellton - 5	- - -	62	75	63 8
Neilson Educational Institution - - 2	- - -	1,564	686	719 3
Newtown, Infant 2	150 0 0	348	216	96 11
St. Mary's - R. 2	- - -	274	199	114 19
St. Mirren's - R. 2	- - -	344	300	223 15
			198	66 9
" - 6	- - -	—	179	41 4
PORT GLASGOW (Burgh):				
Academy Place P. 10	550 0 0	320	207	174 11
			20	7 7
Bouverie Terrace - - P. 11	- - -	140	125	98 15
Chapelton - P.	451 7 6	450		
King Street - P. 10	- - -	217	102	64 14
Prince's Street P. 11	- - -	360	240	178 12
			47	24 13
Beaton's, Free 10	- - -	181	132	105 18
St. John's - R. 3	- - -	378	303	163 2
			51	22 11
Port Glasgow - E. 4	- - -	99	123	79 10
RENFREW (Burgh):				
Blythswood Testimonial - - P. 1	- - -	477	290	247 3
Manse Street, Infants - - 1	- - -	76	61	38 6
Mrs. Campbell's - 11	- - -	112	101	72 4
Lady A. Speir's - 12	- -	77	79	64 5
St. James' Evening - - - R. 4	- -	—	40	71 0

e School extinct.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures, to 31 Dec. 1878.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Renfrew—*cont.*				
RENFREW (LANDWARD):				
Scotstown - P.	214 7 6	120		
Yoker - P.	255 0 0	150		
Yoker, Evening P. 4	- - -	—	17	10 8 0
RENFREW (Landward), and NEW KILPATRICK:				
Oswald - P. 2	- - -	201	188	135 12 0
SKELMORLIE (*see* AYRSHIRE).				
ROSS AND CROMARTY.				
ALNESS:				
Alness - - P. 1	507 13 0	100	57	48 14 0
Glenglass - P. 1	651 8 3	50	25	29 8 9
ALNESS and ROSSKEEN:				
Boath - - P. 4	779 8 3	70	22	52 6 11
APPLECROSS:				
Aligin - P.	623 16 11	63		
Applecross - P. 7	519 6 6	154	55	60 19 6
Arinacrinachd - P. 7	528 10 0	50	27	33 5 6
Callakille - P. 7	573 1 5	30	33	38 13 0
Kishorn - P. 7	687 0 0	51	22	25 11 0
Shieldaig - P. 7	686 4 0	46	29	25 3 0
Torridon - P. 7	618 3 5	36	24	16 12 6
APPLECROSS and GAIRLOCH:				
Dibaig - - P. 7	630 10 0	60	30	12 6 0
AVOCH:				
Avoch - - P. 7	879 18 6	160	119 20	88 11 0 11 15 0
Killen - - P. 7	655 0 0	78	58	52 14 0
BARVAS:				
Airidh-an-tuim - P. 8	1,053 18 0	170	68	20 16 6
Barvas - P. 8	- - -	159	42	10 19 2
Bragar - P. 8	1,081 1 11	180	57	13 9 2
CARNOCK:				
Strathconan - P. 4	778 5 0	48	27	31 12 0
CONTIN:				
Contin - P. 2	1,047 9 6	100	43	40 16 6
Scatwell - P. 5	- - -	40	12	21 0 0
CROMARTY:				
Cromarty - P. 3	1,775 0 0	300	155	103 15 0
Peddieston - P. 3	808 6 0	120	—	Art. 19.
Cromarty - F.C.	95 10 0			
DINGWALL:				
Dingwall - P. 11	518 11 6	360	208 25	173 19 0 12 7 6
EDDERTON:				
Edderton - P. 1	67 9 6	150	83	64 1 0
FEARN:				
Balmuchy - P. 1	739 14 6	80	54	38 0 10
Hill of Fearn - P. 4	938 18 7	120	110	106 3 0
Hilton - P. 4	1,020 5 0	178	187	131 1 0
FODDERTY:				
Fodderty - P. 1	761 18 0	165	100	83 3 9
Maryburgh - P. 1	408 6 7	121	96	86 12 0

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Ross and Cromarty—*cont.*	£ s. d.			£ s. d.
GAIRLOCH:				
Achtercairn - P. 5	818 8 0	85	52	53 3 0
Bualnaluib - P. 5	974 8 6	140	63	58 12 6
Inverasdale - P. 5	807 14 4	100	55	50 5 1
Kenlochewe - P. 5	707 4 5	40	25	33 19 9
Laide - - P. 5	779 0 5	90	43	44 8 0
Mellon Udrigle - P. 5	662 5 1	44	58	58 0 0
Melvaig - P. 5	875 5 3	84	50	9 17 6
Opinan - P. 5	823 14 2	110	55	67 14 6
Pool Ewe - P. 5	802 19 9	57	41	49 11 6
Sand - - P. 5	787 11 9	70	41	27 18 0
Achadesdale - F.C. *c*	90 0 0			
Pool Ewe - F.C.	90 0 0			
GLENSHIEL:				
Letterfearn - P.	618 10 0	36		
Shiel - - P.	614 4 10	40		
KILLEARNAN:				
Killearnan - P. 7	875 12 3	180	64	54 11 0
KILMUIR EASTER:				
Kilmuir Easter- P. 3	1,233 6 6	160	108	105 10 0
Tullich - P. 3	842 7 3	80	40	47 3 0
KILTEARN:				
Kiltearn - P. 1	726 9 0	150	93	74 4 6
KINCARDINE:				
Achnahannet - P. 1	648 15 0	40	20	31 6 6
Croick - P. 12	776 5 0	35	16	24 3 1
Culrain - P. 1	660 2 0	50	35	59 0 8
Gledfield - P. 5	1,004 12 9	110	67	69 4 6
KINLOCH-LUICHART:				
Achnasheen - P. 5	705 19 7	50	27	37 18 6
Kinloch-Luichart P. 9	- - -	47	15	23 15 0
Strathvaich - P. 5	- - -	34	4	17 4 0
Strathgarve - 2	- - -	77	42	40 19 0
KINTAIL:				
Dornie - P. 3	538 14 11	60	19	17 2 6
Inverinate - P. 3	323 4 5	49	25	36 2 0
Dornie, St. Duthac's R. 3	- - -	88	27	23 15 6
KINTAIL AND LOCHALSH:				
Killilan - P. 7	748 12 6	60	23	29 2 0
KNOCKBAIN:				
Drumsmittal - P. 1	847 5 8	120	61	26 17 0
Munlochy - P. 1	697 14 6	140	49	25 4 0
Upper Knockbain P. 2	- - -	61	58	51 0 0
Arpafeelie, St. John's E. 4	- - -	80	59	40 5 3
LOCHALSH:				
Auchmore - P. 3	553 0 0	50	30	48 3 0
Earbusaig - P. 3	590 14 6	82	27	26 1 0
Lochalsh - P. 3	643 17 9	90	40	46 16 6
Plockton - P. 3	632 16 10	130	86	80 15 0
LOCHBROOM:				
Achiltibuie - P. 7	149 8 1	87	79	75 10 6
Altando - P. 7	149 8 1	65	44	52 7 0
Ardindrean - P. 7	597 11 1	60	35	39 3 6
Auchduairt - P. 7	530 5 3	24	21	Art. 17(*d*).
Badcaul - P. 7	- - -	65	21	25 6 0
Bord Buie - P. 7	- - -	39	21	34 16 6
Lochbroom - P. 7	366 8 7	63	27	38 16 0
Scoraig - P. 7	- - -	82	60	53 13 0
Strath Cainnard P. 7	149 8 1	78	16	13 19 6
Tanera - P. 7	560 10 4	30	25	34 16 0
Ullapool - P. 7	1,052 5 10	229	171	163 14 6

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Ross and Cromarty *—cont.*	£ s. d.			£ s. d.
LOCHCARRON:				
Balnacra - - P. 3	609 10 0	50	10	22 17 0
Lochcarron - P. 3	353 7 6	170	71	63 19 0
Strome - - P. 3	- - -	56	32	40 10 0
LOCHS:				
Keose - - - P. 8	- - -	52	32	25 4 11
LOCHS AND UIG:				
Achmore - - P. 8	423 7 6	30	31	22 11 10
LOGIE EASTER:				
Lamington - P.	761 8 4	60		
Logie Easter - P. 3	597 5 0	102	53	27 0 0
Scotsburn - - P. 2	- - -	73	24	34 8 0
NIGG:				
Nigg - - - P. 3	958 9 0	100	97	71 7 0
Pitcaline - - P. 3	840 6 0	85	38	12 16 3
RESOLIS:				
Cullicudden - P. 2	904 16 6	123	57	43 7 0
Newhall - - P. 2	922 15 0	123	62	46 19 0
ROSEMARKIE:				
Fortrose, Infants P. 10	- - -	84	28	19 12 0
Rosemarkie - P. 2	961 9 0	130	74	49 12 0
Fortrose Academy 7	- - -	103	54	34 0 0
Rosemarkie - F.C. *c*	100 0 0			
ROSSKEEN:				
Ardross - - P. 4	1,019 2 6	111	74	60 11 0
Bridgend of Alness P. 7	1,114 5 6	205	195	137 18 0
Invergordon - P. 12	1,317 14 6	205	114	86 14 0
Newmore - - P. 1	866 3 3	107	41	24 13 0
Saltburn - - P. 2	333 1 9	90	41	25 3 0
Bridgend of Alness F.C.	74 7 6			
Invergordon - F.C.	133 0 0			
STORNOWAY:				
Aird - - - P.	1,088 12 1	180		
Back - - - P.	1,188 3 4	270		
Bayble - - P. 8	1,073 12 1	210	96	55 11 0
Knock - - P.	826 7 7	120		
Nicolson Institution - - P. 8	- - -	145	93	83 17 6
Stornoway - F.C. 8	159 0 0	163	73	43 4 6
Stornoway, Female and Industrial - - 8	- - -	199	162	152 2 0
TAIN:				
Inver - - - P. 7	728 0 0	70	54	16 2 0
Tain - - - P.	1,870 10 6	323		
Tain, East - - P. 11	- - -	66	63	17 14 11
Tain, West - - P. 11	- - -	121	115	62 12 10
Tain, Girls' Industrial - - F.C. 11	- - -	412	40	25 18 0
TARBAT:				
Tarbat - - P. 3	1,168 10 10	289	147	83 12 0
West Tarbat - P. 3	740 12 3	68	48	42 6 0
UIG.				
URQUHART AND LOGIE WESTER (*see also* NAIRNSHIRE):				
Conon - - - P. 1	897 5 9	110	75	71 0 6
Culbokie - - P. 2	820 5 4	134	70	62 1 0
Mulbuie - - P. 4	883 9 3	95	76	65 8 0

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Ross and Cromarty *—cont.*	£ s. d.			£ s. d.
URRAY:				
Marybank - - P. 1	242 1 0	120	60	39 19 0
Tarradale - - P. 3	775 0 0	180	115	99 10 6
Highfield - - E. 4	- - -	87	36	22 7 4
ROXBURGH.				
ANCRUM:				
Ancrum - - P. 2	- - -	153	117	70 8 0
ASHKIRK:				
Ashkirk - - P. 2	115 3 9	131	83	88 19 6
BEDRULE:				
Bedrule - - P. 3	- - -	84	47	40 7 0
BOWDEN:				
Bowden - - P. 1	- - -	125	61	51 8 0
Midlem - - P. 1	- - -	58	42	31 17 0
CASTLETON:				
Burnmouth - - P. 5	123 18 9	55	38	49 10 0
Hermitage - - P. 5	142 11 3	75	39	40 7 0
New Castleton - P. 1	97 0 0	302	198	157 15 0
Saughtree - - P. 5	- - -	59	27	34 8 0
CAVERS and KIRKTOWN:				
Cogsmill - - P. 3	166 13 4	125	49	49 6 0
Denholm - - P. 1	106 5 0	201	138	111 8 0
Kirktown - - P. 2	196 17 6	125	68	63 14 0
CRAILING:				
Crailing - - P. 2	- - -	76	60	50 13 0
ECKFORD:				
Caverton Mill - P. 3	- - -	93	59	44 17 0
Eckford - - P. 2	- - -	100	62	48 18 0
EDGERSTON:				
Edgerston - - P. 3	145 0 0	60	66	56 4 0
EDNAM:				
Ednam - - P. 2	93 5 8	133	110	99 9 0
HAWICK (BURGH):				
Buccleuch - - P. 11	308 2 11	520	566	495 5 0
Drumlanrigg - P. 11	860 3 1	423	330	271 17 6
			25	9 5 0
St. Mary's, Infant P. 11	- - -	150	106	77 0 0
Trinity - - P. 11	594 7 6	489	315	258 19 0
Wilton - - P. 11	361 13 1	420	280	224 14 6
St. Cuthbert's Evening - E. 5	- - -	—	27	16 15 6
Hawick - - R. 11	- - -	74	70	35 7 5
HAWICK (LANDWARD):				
Newmill - - P. 1	- - -	81	56	68 3 0
HOBKIRK:				
Hobkirk - - P. 2	- - -	148	94	84 15 0
HOWNAM:				
Hownam - P. 5	- - -	43	42	55 11 0
HUME AND STITCHELL (*see also* BERWICKSHIRE):				
Stitchell - - P. 2	- - -	113	58	38 9 0
JEDBURGH (BURGH):				
Jedburgh, Grammar P. 11	- - -	204	170	133 12 0
Jedburgh, Infant 11	- - -	109	77	46 12 0
Jedburgh, St. John's - - E. 11	279 9 6	198	136	108 3 0
Jedburgh - - S. 11	374 17 6	127	115	82 5 0
			29	21 11 0

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Roxburgh—*cont.*	£ s. d.			£ s. d.
JEDBURGH (LANDWARD):				
Lanton - - P. 1	192 2 6	100	47	39 18 0
Pleasants - - P. 3	187 12 6	80	50	42 12 0
KELSO:				
Kelso, Inft. - - P. 12	- - -	176	118	76 19 0
Kelso, North - P. 12	- - -	246	130	115 15 0
Kelso, Duchess of Roxburgh's - 12	- - -	177	139	96 1 0
Kelso - - - R. 12	- - -	65	26	18 2 0
LILLIESLEAF:				
Lilliesleaf - - P. 1	- - -	82	63	53 11 0
Lilliesleaf, Female P. 1	- - -	84	81	69 1 6
LINTON:				
Linton - - P. 3	- - -	50	50	45 3 0
MAKERSTON.				
MAXTON:				
Maxton - - P. 1	- - -	92	59	42 4 0
MELROSE:				
Blainslie - - P. 2	168 10 10	110	56	50 3 0
Glendinning Terrace - - - P. 10	466 18 9	300	325	257 5 0
Langshaw - - P. 1	65 0 0	51	39	38 19 0
Melrose - - P. 12	482 6 3	300	191	177 9 6
Newtown - - P. 12	193 5 0	100	83	73 13 0
Gattonside, Subscription - 12	123 0 0	87	55	45 10 0
			24	11 13 6
Newstead, Subscription - 12	- - -	86	73	47 6 0
MINTO:				
Minto - - P. 3	- - -	69	41	26 13 0
MOREBATTLE:				
Morebattle - - P. 1	35 0 0	125	94	82 19 0
Mowhaugh - - P. 5	- - -	28	16	31 5 0
OXNAM:				
Oxnam - - P. 3	- - -	130	71	70 13 0
Towford, Duke of Roxburgh - 5	- - -	56	26	38 13 0
ROBERTON:				
Howpasley - - P. 5	65 0 0	36	18	31 11 0
Roberton - - P. 1	86 13 4	122	78	81 0 0
ROXBURGH:				
Fairnington - P. 2	60 0 0	45	42	35 5 0
Heiton - - P. 2	72 0 0	78	58	45 17 0
Roxburgh - - P. 2	46 18 1	123	55	41 17 0
ST. BOSWELL'S:				
St. Boswell's - P. 1	- - -	125	113	103 8 6
SMAILHOLM:				
Smailholm - - P. 2	- - -	122	64	37 13 11
SOUTHDEAN:				
Southdean - - P. 3	- - -	111	59	55 17 6
SPROUSTON:				
Lempitlaw - - P. 2	- - -	90	62	52 8 0
Sprouston - - P. 2	- - -	87	47	34 3 0
TEVIOTHEAD:				
Teviothead - - P. 3	- - -	86	56	66 1 0
Allanwater - - 7	- - -	38	15	28 8 6

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Roxburgh—*cont.*	£ s. d.			£ s. d.
WILTON:				
Clarilaw - - P. 3	- - -	65	58	59 3 0
Dean - - - P. 2	56 5 0	50	38	30 0 0
Stouslie - - P. 2	- - -	67	38	45 5 0
YETHOLM:				
Yetholm - - P. 3	- - -	106	117	111 16 4
Yetholm, Girls - P. 3	93 0 0	95	41	36 14 6
Yetholm, Kirk G.A.	117 0 0			
SELKIRK.				
CADDONFOOT:				
Caddonfoot - - P. 5	- - -	141	63	55 19 0
ETTRICK:				
Ettrick - - P. 3	- - -	62	29	35 19 0
GALASHIELS (BURGH):				
Galashiels (Burgh) - - P. 10	626 18 5	470	373	315 18 0
			30	14 2 6
Galashiels, Infant - - P. 10	- - -	156	128	96 18 0
Galashiels - - E. 10	450 0 0	263	261	211 5 6
Galashiels - - R. 10	- - -	311	81	61 1 0
Gala, Subscription *c*	200 0 0			
Ladhope - - C.S. 10	314 15 0	262	221	165 8 0
GALASHIELS (LANDWARD):				
Galashiels - - P. 10	- - -	266	141	106 5 0
Lindean - - P. 1	132 10 0	60	55	52 13 0
KIRKHOPE:				
Kirkhope - - P. 3	- - -	107	63	62 13 0
Duke of Buccleuch's - - 5	- - -	30	15	26 13 0
ROBERTON (*see* ROXBURGHSHIRE).				
SELKIRK (BURGH):				
Selkirk, Burgh - P. 10	275 18 0	250	240	175 14 0
Chapel Street - P. 10	- - -	164	103	26 7 1
Grammar - - P. 10	294 7 6	292	314	231 10 0
Selkirk - - R. 10	- - -	74	50	31 7 0
SELKIRK (LANDWARD):				
Selkirk - - P. 11	312 0 0	200	130	106 2 0
YARROW:				
Yarrow - - P. 3	- - -	91	58	76 17 0
YARROW and SELKIRK (Landward).				
Yarrowford - P. 3	111 11 8	45	23	28 5 6
STIRLING.				
AIRTH:				
Airth - - - P. 1	97 10 0	182	86	64 11 0
			19	11 8 6
South Alloa - P. 1	165 0 0	80	37	31 11 0
Airth, Sewing - 1	- - -	108	76	57 1 0
Dunmore, Lord Dunmore's - E. 1	- - -	79	37	28 12 0

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Stirling—*cont.*	£ s. d.			£ s. d.
ALVA:				
Park Place - - P. 5	640 12 6	600	405 64	389 1 4 21 6 2
Alva, Infant - 2	116 10 0	226	253	170 19 6
Norton - - 2	- - -	105	114	96 18 0
BALDERNOCK:				
Baldernock - P. 3	113 9 4	125	75	70 2 0
BALFRON:				
Balfron - - P. 3	306 5 0	208	161	143 18 6
BOTHKENNAR:				
Bothkennar - P. 1	245 19 8	264	191	165 17 6
BUCHANAN:				
Buchanan - - P. 3	- - -	52	32	39 16 0
Inversnaid - - P. 3	- - -	43	9	Art. 19.
CAMPSIE:				
Craighead - P. 11	- - -	138	88 29	73 19 0 15 3 6
Lennoxtown - P. 11	*280 0 0	312	154	128 15 0
Rowantreefauld P. 11	- - -	146	85	70 3 0
Torrance - - P. 5	241 10 11	160	91	72 1 0
Lennoxtown, Oswald - - C.S. 11	288 0 0	170	132	115 9 0
Lennoxtown, St. Paul's - R. 11	- - -	204	123	95 5 0
DENNY:				
Denny - - P. 4	424 2 6	350	271	237 7 0
Lawhill - - P. 5	59 12 6	50	10	15 4 0
Longcroft - P. 6	315 0 0	250	193	168 17 6
Denny - - R. 4	- - -	188	90 61	61 7 0 31 16 6
Haggs, Subscription -	*80 0 0 33 0 0			
DRYMEN:				
Auchentroig - P. 3	- - -	56	21	33 17 0
Drymen - - P. 3	- - -	55	—	Art. 10.
DUNIPACE:				
Dunipace - - P. 4	383 18 4	300	134	108 9 0
Torwood - - P. 6	76 19 3	60	36	20 16 2
FALKIRK (BURGH):				
Bainsford - - P. 4	- - -	122	105	57 4 11
Central - - P. 4	413 7 11	300	229	200 2 0
Northern - - P. 4	406 0 0	302	340	298 12 10
Pleasance - - P. 4	- - -	123	170 30	44 16 8 21 2 6
Southern - - P. 4	- - -	413	332	351 4 0
Falkirk, St. Francis' - R. 4	- - -	107	89	77 17 6
FALKIRK (LANDWARD).				
Auchengean - P. 1	- - -	68	—	Art. 10.
Camelon - - P. 1	428 8 1	350	307	297 7 6
Laurieston - P. 1	354 7 6	280	242	223 5 0
Bainsford, Female Industrial - 4	- - -	104	78	39 7 6
FALKIRK (Landward) and DENNY:				
Bonnybridge - P. 3	380 15 0	300	233	223 19 6
FINTRY:				
Fintry - - P. 3	163 0 0	90	24	20 11 0
Fintry, Stewart's Endowed - 3	- - -	82	49	Art. 19.
Mrs. Speir's, Female.				
GARGUNNOCK:				
Gargunnock - P. 2	69 0 0	167	68	56 16 0

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Stirling—*cont.*	£ s. d.			£ s. d.
GARTMORE (*see also* PERTHSHIRE):				
Dalmany - - S. 3	110 0 0	54	41	24 8 0
GRANGEMOUTH:				
Dundas - - P. 4	455 0 0	350	311	272 2 6
Zetland - - P. 5	- - -	187	146	119 13 0
KILLEARN:				
Killearn - - P. 3	283 15 0	210	155	128 5 6
KILSYTH (TOWN):				
Academy - - P. 4	681 5 0	600	443	362 11 0
Kilsyth - - R. 4	168 11 3	162	154	124 11 0
KILSYTH (LANDWARD):				
Banton - - P. 2	238 5 0	173	163	151 13 1
Chapel Green - P. 5	- - -	88	43	34 0 0
Kilsyth - - P. 4	- - -	201	211	140 8 10
KIPPEN (*see also* PERTHSHIRE):				
Castlehill - - P. 2	106 13 7	97	77	67 7 6
KIPPEN and DRYMEN:				
Bucklyvie - - P. 2	186 0 0	120	86	81 14 0
LARBERT:				
Carronshore - P. 4	*190 0 0	159	191	157 15 6
Larbert - - P. 4	128 5 0	225	220	218 17 1
Larbert, Village P. 4	207 0 0	223	147	125 10 0
Stenhousemuir P. 4	130 0 0	212	105	78 19 0
Carron - - 4	- - -	216	195	171 1 6
LECROPT:				
Lecropt - - P. 5	- - -	108	75	60 14 0
LOGIE (*see also* CLACKMANNANSHIRE):				
Bridge of Allan - P. 2	273 3 9	200	162	142 14 0
MUIRAVONSIDE:				
Blackbraes - P. 1	- - -	182	132 24	108 18 10 11 16 0
Drumbowie - P. 5	215 0 0	150	79	20 0 8
Muiravonside - P. 5	178 5 0	175	163	93 4 0
Maddiston, Infant - - 5	- - -	36	40	27 5 0
NEW or EAST KILPATRICK (*see also* DUMBARTONSHIRE):				
Milngavie - - P. 11	467 2 6	400	307	284 16 0
Milngavie R. 11	- - -	102	54	45 8 0
POLMONT:				
Polmont - - P. 1	52 0 7	176	137	118 3 0
Redding - P. 3	199 15 0	120	83	69 13 0
Shieldhill - P. 1	- - -	234	145	133 11 6
Polmont, Female - 1	- - -	67	50	38 4 0
Polmont, Bennetson, Female - P. 1	- - -	61	54	20 4 10
Polmont - - F.C. *c*	225 10 0			
Redding, Muirhead - - 4	- - -	208	200 32	173 7 0 12 5 6
ST. NINIAN'S:				
Bannockburn - P. 2	346 5 0	270	176	176 2 0
Cambusbarron - P. 3	333 0 0	270	186	165 2 0
Fallin - - P. 5	139 7 6	60	23	29 9 0
East Plean - P. 3	228 17 6	150	125	109 7 6
Milton - - P. 5	226 5 7	150	90	76 6 0
Muirland - - P. 5	109 0 0	40	16	31 19 0
West Plean - P. 2	- - -	71	58	36 5 0
Bannockburn, Wilson's Academy 5	- - -	236	124	109 7 0
Sauchie, Female 1	- - -	71	32	26 0 0

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Stirling—*cont.*	£ s. d.			£ s. d.
SLAMANNAN:				
Limerigg - - P. 4	429 2 6	282	133 30	100 11 0 17 2 6
Slamannan - P. 4	430 12 6	263	234 23	180 6 0 10 2 0
Drumclair Colliery 5	- - -	126	102	76 11 0
Slamannan - F.C. 4	180 0 0	148	94	66 5 0
SLAMANNAN and MUIRAVONSIDE:				
Avonbridge - P. 5	231 5 0	150	123	106 19 0
STIRLING (BURGH):				
Allan's - - P. 1	- - -	347	248	216 13 0
Craigs - - P. 5	453 0 0	450	312	297 15 8
High - - P. 6	- - -	241	121	121 6 6
Raploch - - P. 2	- - -	54	36	28 6 0
St. Ninian's - P. 2	340 17 6	325	151 68	102 17 6 35 9 6
Stirling, Infant P. 2	- - -	233	237	166 4 0
Stirling - - E. 2	- - -	159	162	100 15 2
Stirling, St. Mary's - - R. 2	- - -	298	181	141 4 0
Territorial - 5	- - -	235	204	157 5 6
Trades' Hall - 6	- - -	79	61	44 14 0
STIRLING (LANDWARD):				
Abbey - - P. 5	- - -	48	39	31 19 0
STRATHBLANE:				
Strathblane - P. 2	107 10 0	200	115	103 4 6
SUTHERLAND.				
ASSYNT:				
Achmelvich - P. 6	- - -	50	22	21 8 0
Assynt - - P. 6	- - -	41	10	23 18 0
Culkein - - P. 6	- - -	42	43	41 17 6
Drumbaig - P. 6	- - -	44	36	32 14 0
Elphine - - P. 6	- - -	37	31	27 19 0
Lochinver - P. 6	- - -	58	46	41 2 0
Stoer - - - P. 6	- - -	104	42	36 6 0
CLYNE:				
Clyne - - - P. 4	104 1 3	250	38	32 3 0
Doll - - - P. 4	- - -	80	31	Art.17(*c*).
CREICH:				
Bonar Bridge - P. 2	- - -	121	73	64 8 6
Invershin - - P. 3	- - -	47	22	38 5 0
Roschall - - P. 6	- - -	101	39	29 3 0
Spinningdale - P. 3				
DORNOCH:				
Birichen - - P. 5	- - -	70	44	24 0 0
Dornoch - - P. 4	- - -	135	21	17 9 6
Embo - - P. 4	- - -	62	35	17 5 7
Skibo - - P. 6	- - -	76	29	13 17 1
Dornoch, Boys - F.C. *c*				
Dornoch, Society's 12	- - -	84	38	30 13 0
DURNESS:				
Durine - - P. 8	- - -	127	76	66 10 0
EDDRACHILLIS:				
Badcall, Inchard P. 8	- - -	57	44	44 10 0
Oldshore - - P. 8	- - -	59	33	19 19 0
Scourie - - P. 8	- - -	55	31	43 18 0
FARR:				
Farr - - - P. 8	- - -	130	48	30 13 0
Strathy - - P. 8	- - -	60	32	17 8 0

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Sutherland—*cont.*	£ s. d.			£ s. d.
GOLSPIE:				
Backies - - P. 3	- - -	68	30	22 4 0
Golspie - - P. 6	96 17 0	260	166	155 8 0
KILDONAN:				
East - - - P. 6	- - -	167	79	44 18 0
West - - P. 4	- - -	180	88	81 1 5
LAIRG:				
Lairg - - P. 2	- - -	42	15	12 1 6
Lairg - - F.C. 2	- - -	74	46	30 0 9
LOTH:				
Loth - - - P. 5	- - -	60	25	25 0 0
REAY (*see also* CAITHNESS-SHIRE):				
Melvich - - P. 8	- - -	150	54	39 13 0
ROGART:				
Dalnambreac - P. 4	- - -	44	34	15 6 0
Rhilochan - P. 2	- - -	43	40	25 14 0
Rogart - - P. 3	- - -	105	47	28 19 0
TONGUE				
Melness - - P. 8	- - -	129	47	16 13 0
Skerray - - P. 8	- - -	87	38	40 18 0
Tongue - - P. 8	- - -	61	54	39 5 0
WIGTOWN.				
BARGRENNAN (*see also* KIRKCUDBRIGHTSHIRE):				
Knowe - - P 4	- - -	48	27	39 15 0
GLASSERTON:				
Glasserton - P. 3	- - -	94	47	25 0 0
Ravenstone - P. 3	98 5 0	76	52 20	55 14 0 10 7 6
INCH:				
Castle Kennedy P. 5	- - -	103	65	53 17 0
Inchparks - P. 5	- - -	115	61	33 1 0
Lochans - - P. 5	272 7 6	168	87	62 18 5
Cairn Ryan - G.A. 5	- - -	81	36	44 9 0
KIRKCOLM:				
Douloch - - P. 5	153 15 0	90	54	30 18 0
Kirkcolm - - P. 5	- - -	92	76	61 16 0
Village - - 5	- - -	49	46	30 19 0
KIRKCOWAN:				
Darnow - - P. 5	- - -	35	11	18 16 0
Kirkcowan - P. 5	- - -	155	129	111 12 0
KIRKINNER:				
Kirkinner - - P. 4	- - -	132	100	83 5 0
Longcastle - P. 4	- - -	83	37	27 15 0
Malzie - - P. 4	- - -	58	32	27 6 0
KIRKMAIDEN:				
Central - - P. 5	366 7 6	230	115	104 3 0
Portlogan - - P. 5	- - -	180	80	49 6 0
Southern - - P. 5	176 6 9	85	68	58 12 0
LESWALT:				
Larbrax - - P. 5	90 0 0	55	27	24 7 0
Leswalt - - P. 5	267 0 0	200	93	89 6 0
MOCHRUM:				
Culshabbin - P. 3	128 7 6	60	23	34 18 0
Eldrig - - P. 3	24 10 0	80	34	27 16 0
Mochrum - P. 3	- - -	119	61	53 7 0
Port William - P. 3	307 17 6	220	155	134 6 0

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Wigtown—*cont.*	£ s. d.			£ s. d.
NEW LUCE:				
Glenwhilly - P. 4	82 10 0	32	17	22 18 0
New Luce - P. 4	65 0 0	101	77	55 2 0
OLD LUCE OR GLEN LUCE:				
Drochdull - P. 4	213 1 10	120	61	53 5 0
Glenluce Academy P. 4	339 0 11	280	132	124 7 0
Glen of Luce - P. 4	238 10 0	100	56	62 10 0
PENNINGHAME:				
Cuvaie, Infants P. 3	- - -	121	97	69 2 0
Grange - - P. 4	260 0 5	100	54	59 17 0
London - - - P. 4	- - -	54	33	38 9 0
Newton Stewart, Princes Street P. 4	- - -	150	80	76 19 0
Penninghame - P.	214 9 2	135		
Newton Stewart, Douglas Academy 10	- - -	187	127	114 19 0
Newton Stewart, St. Ninian's - R. 5	- - -	185	40	50 16 3
Chattock - - E. 4	- - -	30	20	13 15 0
PORTPATRICK:				
Portpatrick - P. 5	141 0 0	310	180	157 4 0
Enock - - G.A.	60 0 0			
SHEUCHAN.				
SORBIE:				
Garlieston - P. 3	- - -	171	108	97 11 0
Sorbie - - P. 3	184 17 6	160	116	93 4 0

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Wigtown—*cont.*				
STONEYKIRK:				
Ardwell - - P. 5	234 3 9	160	110	94 0 0
Meoul - - P. 5	220 0 0	70	68	65 10 0
Sandhead - - P. 5	- - -	117	85	64 2 0
Stoneykirk - P. 5	63 17 6	141	87	79 5 0
STRANRAER (BURGH):				
Sheuchan - P. 5	265 8 9	200	191	148 6 0
Stranraer Academy - - P 10	465 0 0	648	295	275 18 6
Stranraer, Elementary - P. 5	185 6 3	325	275	300 4 0
Stranraer - - F.C. *c*	138 15 0			
St. Joseph's - R. 5	- - -	72	48	43 3 0
WHITHORN:				
Glasserton Road P. 3	- - -	120	63	43 16 7
Isle of Whithorn P. 3	- - -	85	56	38 6 0
Whithorn - - P. 3	- - -	100	82	71 19 0
Whithorn, Principal - - P. 3	- - -	137	104	64 1 0
WIGTOWN:				
Burgh and Parish - - P. 10	- - -	165	144	153 8 0
Normal - - P. 4	- - -	154	82	77 13 0
Wigtown Charity - - P. 10	- - -	116	41	24 0 0

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1878-

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